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ABSTRACT

Statistical data on Connecticut education for various years from 1969 to 1981 are presented in 85 tables, each with an accompanying chart or graph. The information is divided into five sections: (1) the context of education, including state, federal, and local expenditures, town wealth and tax rates, and concentration of poor and minority students; (2) enrollment in public and private schools and in programs for compensatory and special education, gifted and bilingual students, vocational training, adult education, and college-bound students; (3) student achievement and outcomes, covering standardized test results and post-high-school activities; (4) school staff, including staff age, ethnic group, sex, salaries, and experience, as well as student-teacher ratios and future teacher supply and demand; and (5) public school expenditure per pupil by school level, educational program, administrative costs, student services, instructional materials, and school maintenance. (RW)

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The Condition of Public Elementary and Secondary Education in Connecticut

Fiscal Year 1979-80

STATE BOARD OF EDUCATION
CONNECTICUT

Volume 2 - Trends and Perspectives

January 1982

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We present this second volume on the *Condition of Public Education in Connecticut* – Trends and Perspectives as a resource to parents, educators, administrators and all concerned citizens. Trends and Perspectives reviews and analyzes recent statistical information, allowing readers a clearer understanding of ongoing changes within the public education systems in Connecticut. It is our hope that with this understanding, education planners in the field will be better able to make appropriate, considered judgments supported by an informed and caring public.

This is the most recent edition in a series of status reports on the actual condition of education in the state. The format we use highlights both the statistical and philosophical aspects of critical education issues facing Connecticut.

Issues relating to declining student enrollment, school finance, racial imbalance within local school systems, and the teacher supply and demand are but a few of the current and ongoing issues that we must continue to monitor. Student achievement in various subject areas, and in relation to specific academic programs, is of concern to all Connecticut citizens and various measures are included in this report.

It is my hope that this volume is widely disseminated among all people around the state interested in education. Let it be a common point of reference, from which a discussion of present and future needs may ensue.

Mark R. Shedd

Commissioner of Education

Box 2219 • Hartford, Connecticut 06115
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HIGHLIGHTS

10

HIGHLIGHTS

1. Providing Students a Suitable Education Program

Goal One of the State Board of Education states that they will "ensure the adequate and equitable funding of school programs; and protect the legal right of each student for equal opportunity to a suitable program of educational experiences." Several programs have been established, and funding provided, that meet the special needs of Connecticut's students. The need for these programs is evident in the fact that, generally, their enrollments have increased at a time when total enrollment has declined.

- Between the 1971 peak and 1979, local public school Fall enrollment declined by 110,000 students, and is projected to decline by another 188,000 by 1989 (see Table 2.02).
- Between 1970 and 1979 pre-school enrollment in the public schools grew by 51% from 2,916 to 4,390. The number of districts offering programs increased from 21 to 50 (see Table 2.03).
- Between 1974 and 1979 enrollment in compensatory education programs grew from 44,419 to 54,938. Almost 10% of local public school students were served by these programs in 1979. In the last 10 years state and federal funding has increased from $18.5 million to $31.0 million (see Tables 1.07 and 2.04).
- In 1979 there were 67,061 students in special education programs, up 2,500 from the prior year. Now 12% of local public school children are served by special education programs. State support for these programs increased from $19.6 million in 1971-72 to $60.1 million in 1979-80 (see Tables 2.05 and 2.06).
- In 1979 there was a net increase of 21 programs for gifted and talented students bringing the total to 143 programs in 119 districts (see Table 2.07).
- The number of students eligible for bilingual programs in 1979 was approximately 10,000, about 1,600 less than the prior year. Two new programs, one in Laotian and the other in Albanian, were established. State funding grew from an initial allocation of $1.3 million in 1977-78 to $1.4 million in 1979-80 (see Tables 1.05 and 2.08).
- Between 1970 and 1979, Fall enrollment in the state vocational-technical schools increased by 40% from 8,941 to 12,527. The state spent $25.8 million for the operation of these schools in 1979-80 (see Tables 1.04 and 2.09).

2. School Finance Reform

Historically, local governments in Connecticut have paid a major portion of the expenditures for education. Disparities in towns' wealth have resulted in inequalities in the amount of money that poor towns are able to raise for education despite greater tax efforts. The state expenditures, until 1979 based primarily upon a flat grant per pupil, did little to ameliorate these inequalities. In the 1977 *Horton v. Meskill* decision, the Connecticut Supreme Court found that the inequity generated by the heavy reliance on local property taxes was unconstitutional In 1979 the General Assembly enacted school finance reform legislation, C.G.S. 10-262c, that repealed the flat grant per pupil formula and replaced it with an equity-based model. This model accounts for a town's wealth, tax effort for education, and student need in determining the state aid. Over time this model will: 1) reduce the disparity among towns' expenditures per pupil by imposing a minimum expenditure requirement on low-spending districts; 2) allow towns to take some tax relief; and 3) increase the state's share of educational expenditures. Because of the formula's complexity and dynamic nature, the 1980 General Assembly mandated that the State Board of Education establish an Equity Study Committee that will review and appraise the state's effort to ensure equal educational opportunity and to recommend refinements or revisions in the current formula.

- In 1978-79 the state's share of net current education expenditures was 23.8%, which ranked Connecticut 45th nationally. This percentage underestimates true state support for education because it excludes expenditures for teacher retirement and the vocational-technical schools (see Tables 1.01 and 1.08).
- Even with an increase of $42.4 million over 1978-79, the State Board of Education's general fund expenditures of $372.2 million in 1979-80 failed to keep pace with inflation. In inflation-adjusted dollars the Board spent less in 1979 than it did in 1970 (see Table 1.03).
- Federal grants passed through the State Department of Education to LEAs increased by 113% from $37.4 million in 1974-75 to $79.6 million in 1979-80 (see Table 1.06).
- Net Current expenditures of the towns in 1979-80 ranged from $1,358 to $3,008 per pupil (see Table 1.09).
- Selected examples of the range in expenditures per pupil among the 165 school districts include: 1) total, $1,310 to $3,152; 2) regular programs, $689 to $1,654; 3) media, $2.74 to $178.62; 4) instructional supplies, $12.82 to $115.53; and 5) textbooks, $6.64 to $62.44 (see Tables 5.04, 5.05, 5.07, 5.14 and 5.15).
- Declining enrollments caused the Assistance to Towns for Educational Purposes grant to drop from $164.5 million in 1974-75 to $150.7 in 1978-79. It was replaced in 1979-80 by the equity-based GTB grant (see Tables 1.05 and 2.01).
- The Educational Equalization Grant (GTB) was initially funded in 1975-76 at $6.8 million. In 1979-80, the year it became the primary grant for state aid to towns, it was $220.5 million (see Tables 1.04 and 1.05).
- Changes in the factors affecting the GTB grant include: 1) an increase in the equalized net grand list of 19.1% between 1977 and 1978; 2) an increase in per capita income of 22.9% between 1974 and 1977, and 3) a decline in education tax rates of 10.9% between 1978 and 1979. (See Tables 1.10, 1.11 and 1.12).

3. Student Achievement

Data on student achievement in Connecticut are available from four sources: 1) the Connecticut Assessment of Educational Progress (CAEP) program; 2) the Educational Evaluation and Remedial Assistance (EERA) program; 3) the College Entrance Examination Board's testing program; and 4) the Connecticut State Department of Education's graduate follow-up surveys. Annually, the CAEP program assesses performance of a sample of public school 4th, 8th, and 11th graders in at least one subject area. These data can be compared to national and regional averages as well as prior performance of Connecticut students. One component of the EERA program is a statewide proficiency examination in writing, reading, language arts and mathematics administered to all public school ninth graders. EERA scores are expressed as averages and the percentage of students above a statewide level of expected performance (SLOEP) on each test. The CEEB provides statewide summary data for public and non-public college-bound seniors. These include Scholastic Aptitude Test (SAT) results, courses taken and students' educational goals. The graduate follow-up reports provide data on October activities of June graduates of public and nonpublic schools and February activities of vocational-technical school graduates. Data from these sources reveal a mixed set of results on the achievement of students in Connecticut.

- On the 1979-80 CAEP Science Assessment, achievement of Connecticut students was greater than the nation but less than the northeast in grades 4 and 8 but below the national and northeast average at grade 11. Compared to the 1974-75 Science Assessment, scores were lower in 1979-80 at all three grades (see Tables 3.01 and 3.03).
- On the 1979-80 CAEP Mathematics Assessment, students in all three grades performed above the national average. In grades 4 and 11 the state average was above that for the northeast and in grade 8 it was only slightly lower. Compared to the 1976-77 assessment, the fourth grade average was higher in all areas but the tables/

graphs area, while the eighth and eleventh grade averages were higher in the areas of computation and geometry (see Tables 3.01 and 3.02).

- On the March 1980 statewide ninth grade proficiency test 78% were above the standard in mathematics, 92% in language arts, 89% in writing, and 93% in reading (see Table 3.04).
- Verbal SAT scores declined from 463 to 431 between 1970-71 and 1979-80. A comparable decline in the nation has kept Connecticut students 7 points above the national average. Connecticut students average scores were also above the national average on the Reading Comprehension and Vocabulary subtests (see Tables 3.06 and 3.07).
- Since 1970-71 the average mathematics SAT scores for Connecticut and the nation have remained within two points of each other. Between 1970-71 and 1979-80 the Connecticut average score fell from 490 to 466 (see Table 3.06).
- The average Connecticut score on the Test of Standard Written English in 1979-80 was above the national average. Since 1974-75 the score has dropped from 44.2 to 43.0 (see Table 2.07).
- In 1979, 61.2% of local public school graduates continued their education, the highest level since 1970. Also, 41.2% attended 4-year colleges, the highest level since 1970 (see Table 3.09).
- In 1979 the number of local public students reported as unemployed was the smallest in the 1970s. In 1979, 75.1% of the students not pursuing education were employed, 10.2% were in the military and 5.7% were engaged in other activities (see Table 3.11).
- In 1979, the unemployment rate of 3.5% for graduates (available for placement) of the vocational-technical schools secondary programs was the lowest level reported in the seventies. The 72.9% employed in an occupation related to their training was surpassed in only three other years in the 1970s (see Table 3.13).
- The percentage of ninth graders who were graduated from the local public schools four years later declined from 82.4% in 1970 to 76.1% in 1979. Between the count of ninth graders in 1976 and the count of 1979 graduates there was a drop of 12,500 students. They either dropped out, transferred from public to nonpublic schools, moved from Connecticut, died, were retained or were graduated early (see Table 3.14).
- Since 1972 over 10,000 participants in adult basic education programs passed the high school equivalency examination, about 2,000 were removed from the welfare rolls and over 8,000 upgraded their jobs or obtained employment (see Table 3.15).
- The number of Connecticut residents passing the high school equivalency examination rose from 2,634 in 1971 to 4,310 in 1979, a 64% increase (see Table 3.16).

4. Teacher Supply and Demand

There are signs that portend a shortage of quality teachers in selected subject areas in the near future. The true extent of this problem should become apparent when analyses are done on the number of teachers certified but not teaching, the impact of the nonpublic schools, the colleges current teachers attended and the enrollment trends in those colleges. However, superintendents are voicing concerns of their inability to find quality applicants in areas of mathematics, science, special education, speech and hearing and industrial arts. Reports of teachers leaving to take higher paying positions in industry are becoming more prevalent. These reports, coupled with the data that are available, point to imminent shortages if corrective and innovative measures are not taken soon.

- Between 1978 and 1979 the number of certified full-time professionals declined by 374 from 39,578 to 39,204. While the number in special education increased by 260 and the number of support staff and administrators went essentially unchanged, the number of elementary teachers declined by 353 (2.7%) and subject area teachers by 289 (1.6%) (see Tables 4.01 and 4.02).

- Between 1976 and 1979 the average salary of teachers grew from $13,794 to $16,454, an increase of 19%. In that period the urban consumer price index increased by 27.7% (see Table 4.06).
- In 1979 a sample of school districts reported they had openings but could not find a quality applicant in the areas of industrial arts, mathematics, reading, emotionally disturbed, speech and hearing, and mentally retarded (see Table 4.11).
- In 1972, 11.4% of Connecticut's college bound seniors, an estimated 3,800 students, were intending to major in education. In 1980 only 6.1% of the seniors, an estimated 1,935 students, reported they intended to study education in college. This decline was reported for both male and female students (see Table 4.13).
- The number of Bachelor's degrees awarded by Connecticut's colleges of education dropped from 2,996 in 1972-73 to 1,415 in 1978-79. The number of Master's degrees awarded fell from 3,221 in 1975-76 to 2,569 in 1978-79 (see Table 4.12).

5. Racial Balance

In 1980 one of the high priorities of the State Board of Education was realized as the General Assembly adopted regulations for the 1969 law on racial imbalance, C.G.S. 10-226a-e. Districts with a minority concentration in a school that differs by at least 25 percentage points from the district-wide percentage of minority students in the grades served by that school are considered to be racially imbalanced and must submit to the Board a plan to rectify the problem. Under these regulations seven districts are impacted immediately. However, as greater numbers of minority students move from city schools, other communities could become affected. School districts have the opportunity to plan ahead to keep their schools racially balanced.

- The number of minority students increased from 80,146 to 94,834 between 1970 and 1979. Minorities now comprise 17.3% of the local public enrollment compared to 12.2% in 1970 (see Table 1.15).
- The number of racially imbalanced schools was 67 in 1976, increased to 71 in 1977 and was 56 in 1978 and 1979. The number of moderately (± 15% to ±24%) imbalanced schools decreased from 82 to 70 between 1976 and 1979 (see Table 1.16).
- Between 1970 and 1979 the number of students in Project Concern varied between 1,223 and 1,446. In 1979 there were 1,395 students transported from Bridgeport, Hartford and New Haven to schools in cooperating suburban communities (see Table 1.17).
- Since 1975 the number of minority students enrolled in the five large city schools has declined by about 2,400, while the number in other types of communities, the vocational-technical schools, and Project Concern has increased by approximately 3,900. The proportion of minority students educated in the large city schools fell from 67.3% to 63.7% between 1975 and 1979 (see Table 1.18).

I. CONTEXT OF EDUCATION

This section touches upon several areas that help to place education in Connecticut in perspective. First, Connecticut's national rank on several variables is presented. Next, the fiscal support for education of the local, state and federal governments is examined. This is followed by a look into the several variables that affect the Guaranteed Tax Base grant for equitably distributing the state's fiscal resources to local governments. Finally, Connecticut's efforts toward achieving racial balance in its schools is examined.

Comparisons among the states must be interpreted with caution as intervening variables, like cost-of-living, could explain some of the reported differences. Connecticut ranked 6th in current expenditures per pupil 1978-79 with expenditures around $400 over the national average of $1,831 (see Table 1.01). Our relatively high ratio of teachers per 1,000 students (10th ranked) and teacher salaries (15th ranked) can explain partially that high ranking. However, in the period between 1969 and 1979 Connecticut's percent increases both in expenditures per pupil and average teachers salaries were below the national average. Connecticut state and local governments spent a lower percent of their total expenditures on education than 37 other states, and most of that (64.3%) was supported by the local property tax. In only five states was the local share of educational expenses greater than in Connecticut, and only four have higher local property taxes per capita.

In 1979-80 Connecticut spent almost $2.5 billion from the general fund to provide services to State residents (see Table 1.02). Approximately 15% of this was allocated to elementary and secondary education. In 1970, when the state spent just over $1 billion, education received 19.4% of the total. Since 1970 the only other areas experiencing a decline in the proportion of expenditures received were health and hospitals, and transportation.

Between fiscal years 1970-71 and 1979-80 the State Board of Education's general fund expenditures increased from $196.6 million to $372.2 million (see Table 1.05). However, this 89% increase was overshadowed by the 104% increase in the urban consumer price index. This means that in real dollars the Board spent less in 1979-80 than it did in 1970-71.

Almost 90% of the State Board of Education's general fund expenditures go into grants to towns (see Table 1.04). In 1979-80 $334.4 million out of a total budget of $372.2 million was disbursed to towns and $6.4 million was spent on vocational rehabilitation, the American School for the Deaf, Newington Children's Hospital, CPTV, the Regional Education Service Centers and omnibus grants for state supported schools. Of the remaining $31.3 million, $25.8 was spent on the vocational-technical schools and $5.5 million on central office operations. For the 1980-81 fiscal year an additional $75.9 million was appropriated, most of it ($70.8 million) in the form of increased aid for towns.

In 1979-80 towns received state education aid through fourteen grants (see Table 1.05). These have changed significantly since 1971-72. Recently funded grants that did not exist then are bilingual education, career and vocation education, educational equalization (GTB) and improving educational opportunities for disadvantaged students. The most significant changes were the replacement of the general assistance grant with the GTB grant, the equalization of the special education, school construction and pupil transportation grants, and the increased expenditures for special education.

In 1979-80 the federal government funneled through the State Department of Education $79.6 million in grants to towns (see Table 1.06). This is more than double the $37.4 million provided in 1974-75. Most of this supported programs for child nutrition, disadvantaged children, handicapped children, vocational education, C.E.T.A. and adult basic education.

Expenditures for compensatory education are one illustration of how federal and state dollars support a program (see Table 1.07). In 1969-70 expenditures for these programs were $18.5 million with $10.3 million (56%) coming from federal sources and $8.2 million (44%) from state sources (SADC grant). By 1978-79, when expenditures had risen by 67.6% to almost $31.0 million, the federal share through E.S.E.A. Title I and other grants had increased to $24.5 million (79%) while the state share had remained approximately $7 million.

The net current expenditures of school districts grew from $517.8 million to $1.07 billion between fiscal year 1969-70 and 1978-79 (see Table 1.08). In this period the local share ranged from 67.7% to 72.9% and was estimated to be 68.8% in 1978-79. The state's share ranged from 23.1% to 28.6% and was 23.8% in 1978-79. It must be noted, however, that the figures underestimate the true state support for education because they exclude state expenditures for the teacher's retirement system and the operation of the regional vocational-technical schools.

Connecticut is moving to meet the mandate of the school finance reform legislation, CGS 10-262c, and provide substantially equal educational opportunities for its students. This legislation changed the primary method of financing state aid from a flat grant per pupil to a grant based upon a town's wealth, tax effort, number of pupils and number of children from families receiving aid for dependent children. This complex model incorporates a town's equalized net grand list, its per capita income, its population, its local education expenditures, the number of children between 5 and 18 from families receiving State Aid for Dependent Children funds and its Average Daily Membership (ADM).

The need for school finance reform is evident upon examination of the disparity in the net current expenditure per pupil among Connecticut's 169 towns (see Table 1.09). In 1970-71 these expenditures ranged from $538 to $1,469; in 1979-80 preliminary data indicated that the range was $1,358 to $3,008. (In 1976-77 this disparity among towns ranked Connecticut 36th nationally.) As the median expenditure per pupil moved from $828 to $1,923, an increase of 123%, the expenditure differential between the highest and lowest spending town increased. The school finance reform legislation proposes to reduce this disparity by imposing a minimum expenditure requirement on low spending districts to ensure that most if not all of their increased state aid is spent on education.

A town's equalized net grand list (ENGL) is the sum of its real and personal property equalized at fair market value by a comparison of actual sales of real property to its assessed value. Between 1977 and 1978 (see Table 1.10) the ENGL increased an average of 19.1%. Wealthy towns tended to grow at a faster rate than poor towns. This, in conjunction with the changes in per capita income, resulted in a greater wealth gap between rich and poor towns.

The most current estimate of per capita income is based on the U.S. Census Bureau's 1977 estimate of income per person. Between 1974 and 1977 the average per capita income increased 22.9% from $5,365 to $6,595 (see Table 1.11). Here too, the high wealth towns tended to have greater increases than low wealth towns.

Education tax rates are calculated by dividing a town's net current local expenditures (NCLE) for education by the equalized net grand list (ENGL) from which they were generated. Thus the 1979 tax rate is calculated from the 1979-80 NCLE and 1978 ENGL. The 10.1% increase in the NCLE coupled with the 19.1% change in the ENGL resulted in an average decline of 10.9% in the education tax rate (see Table 1.12). Towns with high tax rates in 1978 tended to have greater decreases in these rates than towns with low education tax rates. However, this trend was obscured by some very large changes in towns' equalized net grand lists.

In the GTB grant formula a town's need is determined by the number of students (ADM) and a proportion of the number of students aged 5-18 in families receiving aid for dependent children. Statewide between 1974-75 and 1979-80, ADM declined an average of 14.7%. This decline was widespread with only 12 towns increasing their student count (see Table 1.13). None of the state's 45 cities (large, fringe or medium sized) increased their ADM. In the same time the AFDC count changed slightly from 89,810 to 92,551 (see Table 1.14). Since these children tend to live in cities, this has slightly reduced the impact of the decline in enrollment.

Just as the state has taken the leadership in reducing the inequities in student opportunities among towns, it is important that local boards of education ensure that equal opportunities are available in all its schools. This is especially important if minorities are isolated in some schools. Generally, racial balance has been a concern in cities, but there are data that indicate that other communities may have to address this issue soon. In 1979, for the fourth consecutive year, the number of minority students attending large city schools declined (see Table 1.15). Concurrently, the number of minority students in the cities adjacent to the large cities increased by over 1,500.

In 1980 regulations on racial imbalance to accompany law CGS 10-266a-e were adopted. Under these regulations, a school is considered imbalanced if its concentration of minority students differs by more than 25% from the proportion of all schools in that town serving comparable grades. In Fall 1979, 56 schools in seven communities were imbalanced as compared to 77 schools in the Fall of 1977 (see Table 1.16).

Besides closing imbalanced schools, the isolation of minority students has been reduced through Project Concern, a voluntary inter-district exchange of students. In 1979 the cities of Bridgeport, Hartford, and New Haven sent 1,395 students to neighboring suburban schools (see Table 1.17). Between 1970 and 1979 enrollment in this program fluctuated between 1,223 and 1,446 schools.

With the decline in the number of children in the elementary grades fifty school districts were able to improve their operating efficiency by closing a school. Between the opening of school in 1975 and 1979 there was a net decline of 74 elementary schools (see Table 1.18). The number of middle and junior high schools increased by 4 between 1975 and 1978, but declined by 2 in the next year, leaving 169 in 1979. The number of high schools has remained at 142 through this period.

TABLE 1.01

COMPARING CONNECTICUT AND THE NATION[1]

	Connecticut	U.S.	Connecticut Rank
PUPILS:			
Public Enrollment ÷ School Age Population, 1979	87.6%	88.5%	32
Attendance ÷ Fall Enrollment, 1979	92.3%	91.9%	24
Percent Handicapped, 1979	9.4%	8.3%	14
Percent (Public & Private) in School Lunch Program, 1978	49.6%	59.7%	47
Percent in Title I Program, 1978	9.4%	11.6%	29
STAFF:			
Teachers: 1000 Pupils, 1979	60.0	52.2	10
Disparity in Teachers: 1000 Pupils, 1976 (Theil Coeff.)	.0056	.0084	13
Percent Males, 1979	33.0%	33.2%	29
Teacher Salaries, 1979-80 (Est.)	$16,454*	$15,057	15*
Percent Change in Salary, 1969-1979	77.5%	85.3%	42*
Percent Change in Salary, 1978-1979	6.3%	6.3%	31*
FISCAL RESOURCES:			
Per Capita Personal Income	$8911	$7836	5
Personal Income from Government Sources, 1978	8.7%	12.7%	50
Per Capita Tax Collections of State and Local Government, 1977	$941	$888	15
Per Capita Property Tax Revenue of Local Government, 1977	$436	$294	5
Per Capita State Tax Revenue, 1978	$500	$519	20
State Tax Revenue ÷ Per Capita Income, 1978	5.6%	6.6%	43
EDUCATIONAL EXPENDITURES:			
Percent School Revenues, 1978-79 Local	64.3%	43.6%	6
State	30.0%	47.1%	45
Federal	5.7%	9.4%	45
State and Local Expenditures for Education ÷ Expenditures for all Functions, 1977-1978	36.0%	37.5%	38
Current Expenditures Per Pupil ADM, 1978-1979	$2227	$1831	6
Percent Increase in Current Expenditures Per Pupil ADM, 1969-1979	176.8%	177.5%	27
Disparity in Core Current Expenditures Per Pupil, 1976-1977 (Theil Coeff.)	.0169	.0155	36

[1] Fifty States and District of Columbia

* Revised Connecticut Data and Rank

Sources: "Rankings of the States, 1980," NEA Research Memo, July 1980.
"Condition of Education 1980 Edition," National Center for Educational Statistics, 1980.

FIGURE 1.01

COMPARING CONNECTICUT AND THE NATION

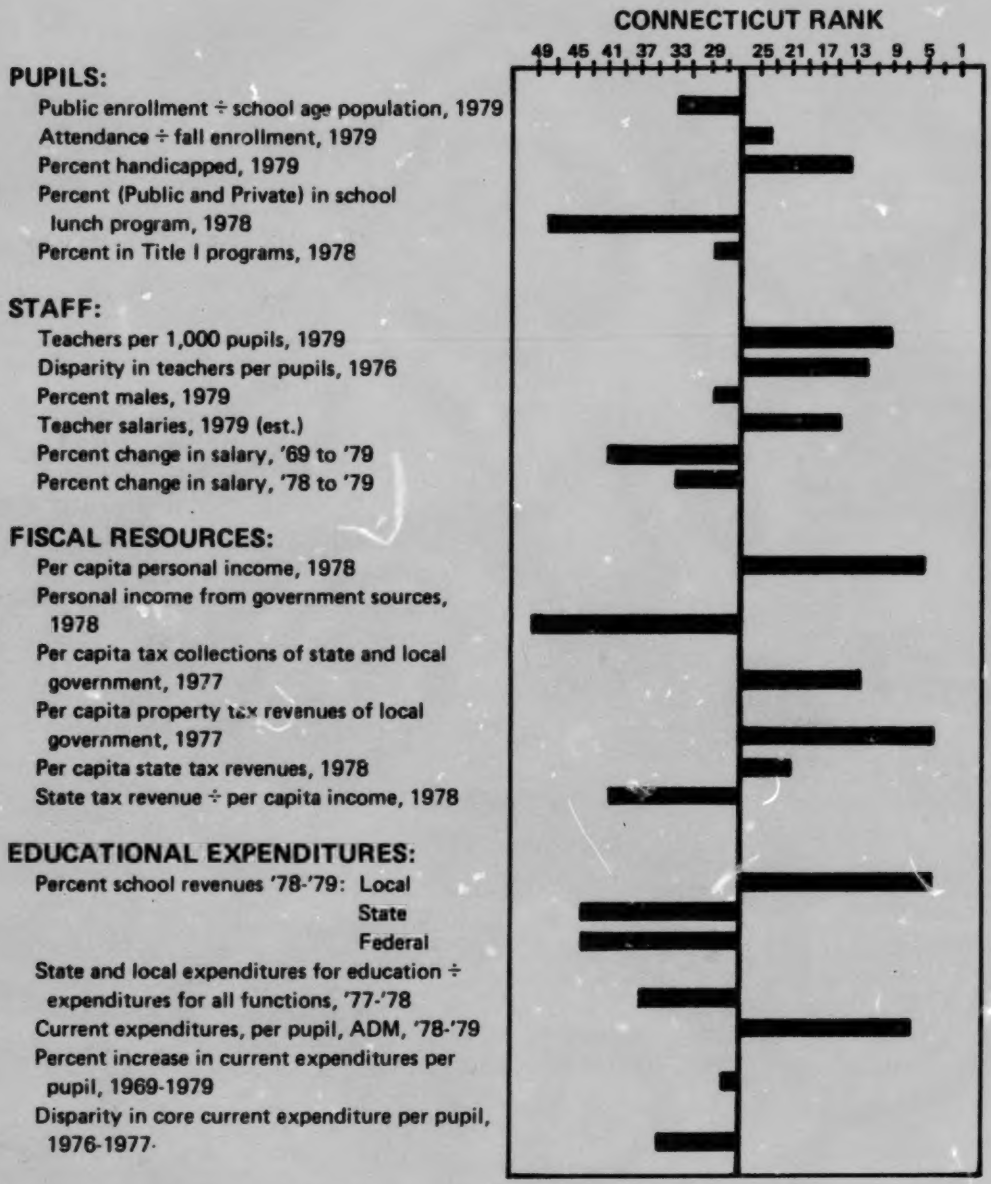


TABLE 1.02

STATE OF CONNECTICUT GENERAL FUND EXPENDITURES
1970-71 TO 1979-80
(in millions)

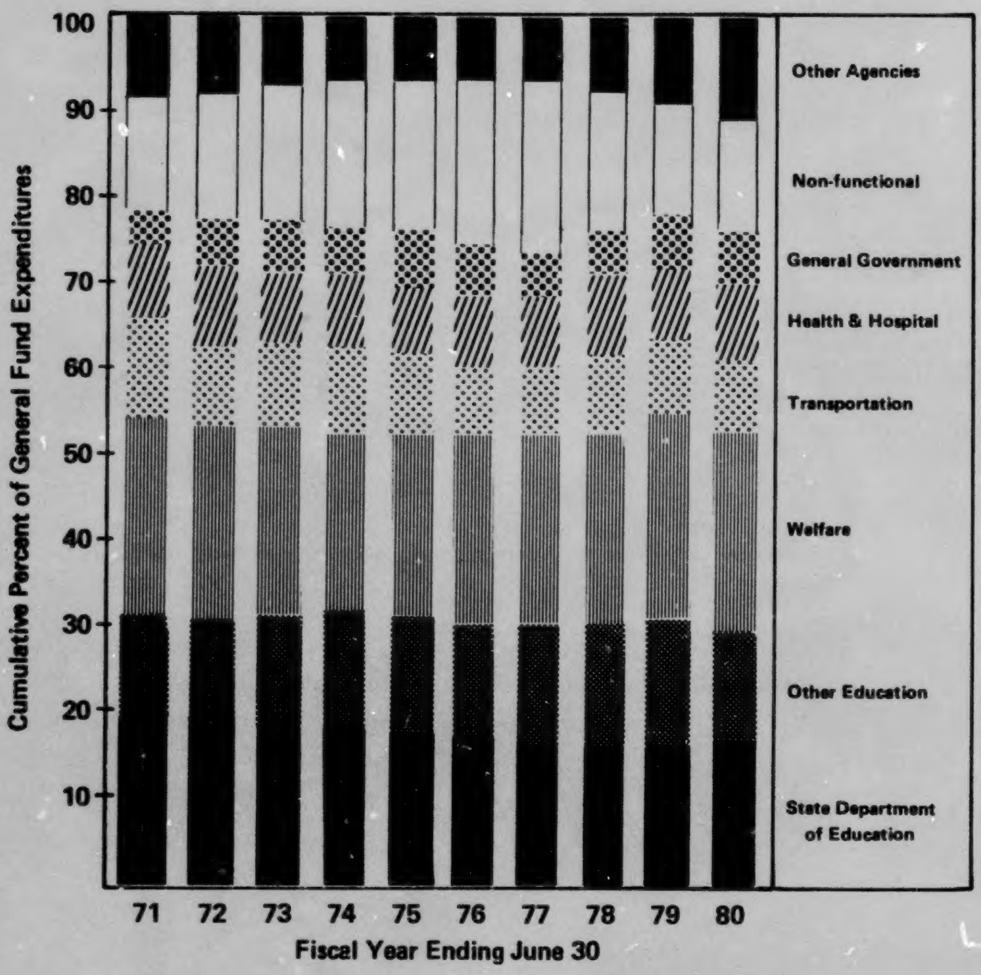
	FISCAL YEAR									
AGENCY	70-71*	71-72*	72-73*	73-74*	74-75	75-76	76-77	77-78	78-79	79-80+
Legislative	4.8	3.9	5.7	5.3	6.8	6.2	7.4	7.0	9.2	9.2
General Government	28.7	52.2	59.8	64.2	86.8	111.0	102.1	101.4	115.4	125.1
Regulation & Protection	33.2	35.1	38.1	41.2	46.8	45.3	47.3	52.8	61.2	66.2
Conservation & Development	3.9	11.1	12.3	13.3	14.9	13.6	12.7	21.9	17.9	22.4
Health & Hospitals	104.2	100.7	107.1	116.5	130.4	124.9	127.7	148.8	168.2	194.0
Transportation	103.6	100.5	111.4	113.0	131.6	110.7	116.6	131.5	138.8	157.5
Welfare	240.0	267.2	295.5	293.5	345.8	393.5	418.0	465.7	547.9	598.8
Education, Library & Museums	311.4	332.0	391.8	408.3	473.0	462.3	477.2	525.1	580.8	636.6
Dept. of Education	196.6	221.3	231.6	237.3	267.2	268.9	270.8	297.1	329.8	372.2
Other Education	114.8	110.7	160.2	171.0	205.8	193.4	206.4	228.0	251.0	264.3
Corrections	22.5	23.1	25.2	27.1	30.8	37.1	42.4	71.5	83.2	93.7
Judicial	21.4	22.0	23.0	25.4	28.5	30.2	31.6	38.5	45.1	49.8
Non-Functional	137.3	189.1	230.1	244.9	316.4	337.7	388.7	356.7	362.8	448.1
Total	1,011.0	1,136.9	1,300.0	1352.7	1,611.8	1,672.5	1,771.7	1,917.5	2,156.4	2,469.4

*Includes highway funds, which were merged with the General fund in 1974-75.
+Estimated

Source: Governor's Budgets, 1971-72 to 1980-81.

FIGURE 1.02

STATE OF CONNECTICUT GENERAL FUND EXPENDITURES
1970-71 TO 1979-80



In the past 10 years, the Department of Education's proportion of the state's general fund expenditures has fallen from around 20% to about 15%. Areas receiving a larger share of the budget are General Government, Welfare, Corrections and Nonfunctional, while those getting a much smaller share are Health and Hospitals and Transportation.

TABLE 1.03

STATE BOARD OF EDUCATION GENERAL FUND EXPENDITURES ADJUSTED FOR INFLATION, 1970-71 TO 1979-80

Fiscal Year	Actual Expenditures[1]	Expenditures in June 1971 dollars[2]
1979-80[3]	$372.2	$182.6
1978-79	329.8	185.0
1977-78	297.1	184.8
1976-77	270.8	181.0
1975-76	268.9	192.1
1974-75	267.2	202.3
1973-74	237.3	196.3
1972-73	231.6	212.5
1971-72	221.3	215.1
1970-71	196.6	196.6

1. Expenditures in millions of dollars
2. Cost of living estimated from urban consumer price index June average (June 1971=100)
3. Estimated

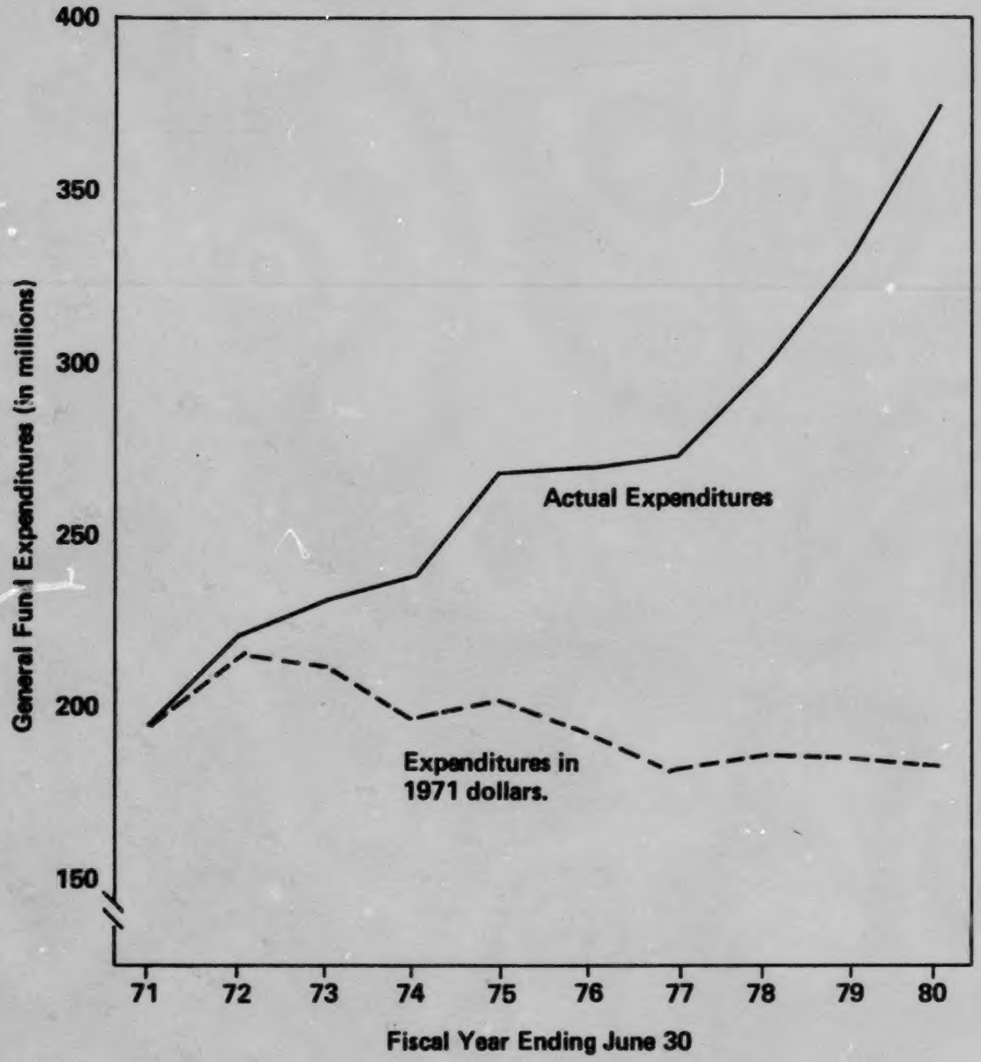
Sources: Connecticut State Department of Education 1979-80, 1980-81, 1981-82 Operating Budget Requests.

Department of Education, Annual Report, 1963-64 through 1975-76.

Consumer Price Index for Urban Wage Earners and Clerical Workers, U.S. Department of Labor.

FIGURE 1.03

STATE BOARD OF EDUCATION GENERAL FUND EXPENDITURES ADJUSTED FOR INFLATION, 1970-71 TO 1979-80



Between 1971 and 1980, a period of over 100% inflation, the general fund expenditures of the State Board of Education increased by 89%. In real dollars the Board spent less in 1979-80 than it did in 1970-71.

TABLE 1.04

STATE BOARD OF EDUCATION GENERAL FUND EXPENDITURES IN 1979-80 AND APPROPRIATIONS IN 1980-81

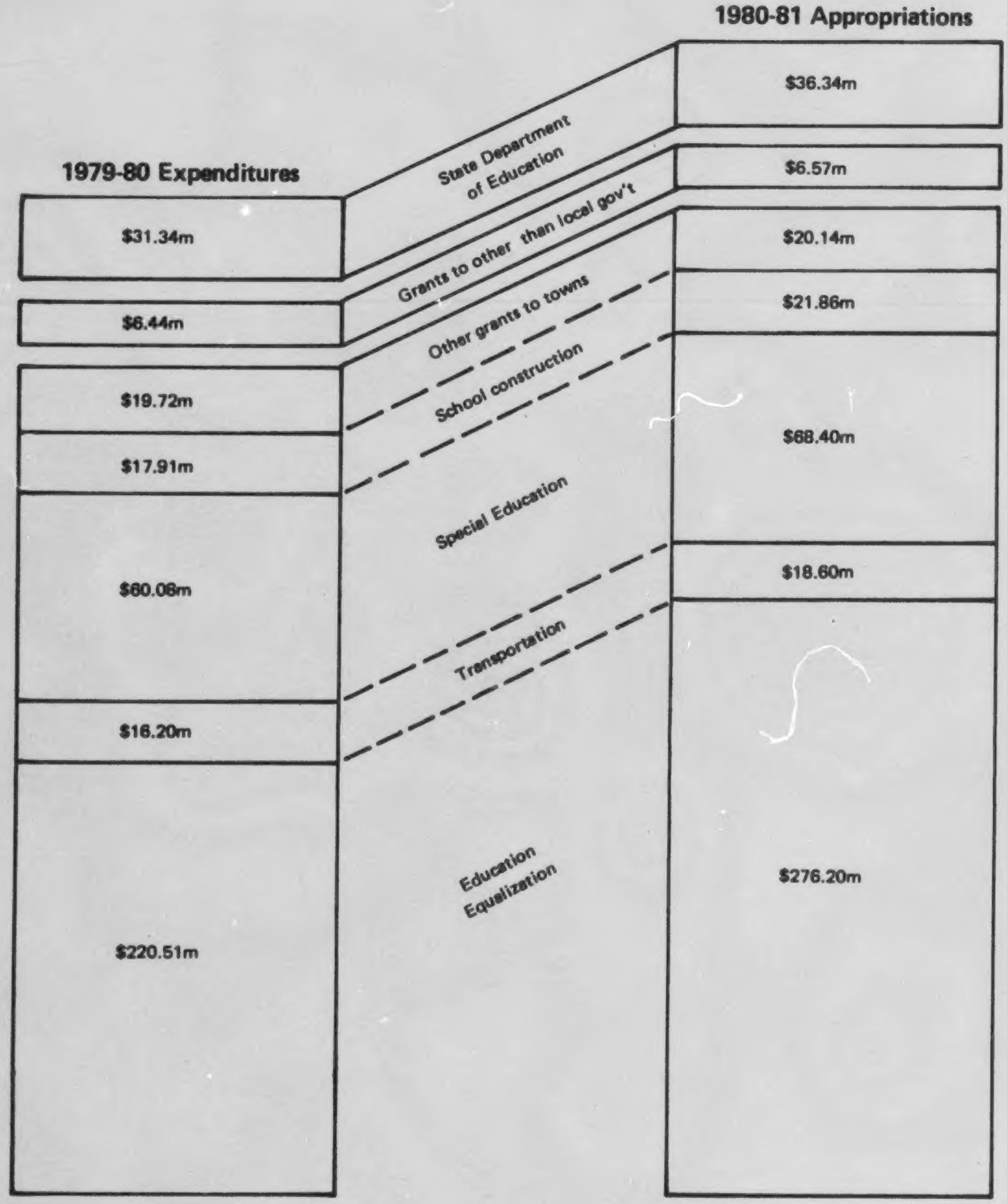
	Estimated Expenditures 1979-80	Appropriations 1980-81
I. GRANTS TO TOWNS		
School Building and Interest Subsidy Program	$ 16,999,737	$16,460,000
School Construction	910,554	5,400,000
Vocational Agriculture	1,303,206	1,400,000
Educational Programs for Disadvantaged Children (SADC)	6,999,192	7,000,000
Special Education	60,075,725	68,400,000
Pupil Transportation	16,199,490	18,600,000
Adult Education	521,784	525,000
Education of Children Residing on Tax Exempt State Property	1,836,490	2,000,000
Adult Basic Education	501,716	525,000
Health & Welfare Services for Pupils Attending Private Schools	4,450,000	4,525,000
Child Nutrition Programs	2,074,571	2,100,000
Improvement of Educational Opportunities of Disadvantaged Children	165,000	170,000
Educational Equalization (GTB)	220,509,397	276,200,000
Bilingual Education	1,400,002	1,520,000
Career and Vocational Education Incentive Grants	473,903	–
Placement of Mystic Oral Students	–	375,000
TOTAL GRANTS TO TOWNS	$334,420,947	$405,200,000
II. GRANTS TO OTHER THAN LOCAL GOVERNMENTS		
Vocational Rehabilitation	$ 1,880,000	$ 1,966,000
American School for the Deaf	2,489,500	2,700,000
Newington Children's Hospital	16,660	18,500
CPTV	885,700	825,000
Regional Educational Services	622,000	625,000
Omnibus Grants for State Supported Schools	544,555	440,000
TOTAL GRANTS TO OTHER THAN LOCAL GOVERNMENTS	$ 6,438,415	$ 6,574,500
III. STATE DEPARTMENT OF EDUCATION*		
Vocational-Technical Schools and Satellites	$ 25,837,801	$ 30,878,979
Central Office Operations	5,454,343	5,461,721
Other Current Expenditures	47,502	–
TOTAL STATE DEPARTMENT OF EDUCATION	$ 31,339,646	$ 36,340,700
TOTAL STATE BOARD OF EDUCATION	$372,199,008	$448,115,200

*Includes equipment

Source: Connecticut State Department of Education 1981-82 Operating Budget Request.

FIGURE 1.04

STATE BOARD OF EDUCATION GENERAL FUND EXPENDITURES IN 1979-80 AND APPROPRIATIONS IN 1980-81



Between 1979-80 and 1980-81 the expenditures of the State Board of Education were budgeted to rise 20%, primarily due to the 70.8 million increase in grants to towns.

TABLE 1.05

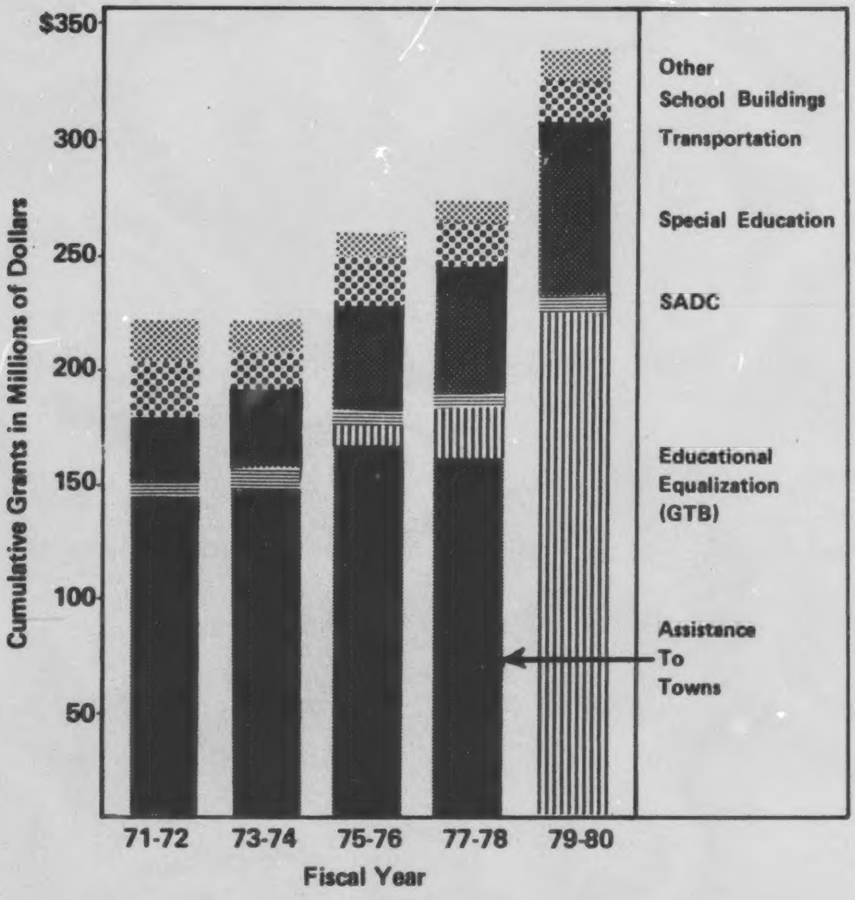
STATE BOARD OF EDUCATION GENERAL FUND GRANTS TO TOWNS
1971-72 TO 1979-80
(in millions)

Grant	Fiscal Year				
	71-72	73-74	75-76	77-78	79-80
Adult Basic Education	$ 0.40	$ 0.43	$ 0.42	$ 0.43	$ 0.50
Adult Education	0.33	0.36	0.68	0.52	0.52
Aid to Disadvantaged Students (SADC)	6.50	7.00	7.00	7.00	7.00
Assistance to Towns	139.88	143.33	162.93	156.18	–
Bilingual Education	–	–	–	1.29	1.40
Career & Voc. Ed. Incentive	–	–	–	–	0.47
Children on Tax Exempt Property	0.64	0.86	1.02	1.21	1.84
Educational Equalization (GTB)	–	–	6.86	19.95	220.51
Grants in Lieu of Supervisory Services	0.06	0.17	0.15	0.15	–
Health Education	0.08	0.07	–	–	–
Health & Welfare Services (non-public pupils)	2.69	3.10	3.38	3.70	4.45
Improving Educational Opportunities for Disadvantaged Students	–	0.20	0.15	0.16	0.17
Industrial Arts	0.19	0.19	0.02	–	–
Library Books/Media Equipment	0.21	0.21	0.21	–	–
Occupational Training Program	0.38	0.40	–	–	–
Pupil Transportation	8.34	9.31	10.02	10.22	16.20
School Buildings	23.03	22.76	21.11	19.71	17.91
School Lunch Program	0.26	0.50	1.10	1.76	2.07
Special Education	19.55	26.40	36.68	45.01	60.08
Vocational Agriculture	0.59	0.65	0.86	1.05	1.30

Sources: Governor's Budgets 1972-73 to 1979-80
Connecticut State Department of Education Operating Budget Requests, 1980-81, 1981-82

FIGURE 1.05

STATE BOARD OF EDUCATION GENERAL FUND GRANTS TO TOWNS 1971-72 TO 1979-80



State grants are dynamic, not static. Since 1971-72 only six grants have shown consistent increases, while six have been eliminated and four have been added. The most significant change was the replacement of the general assistance grant with the educational equalization (GTB) grant.

TABLE 1.06

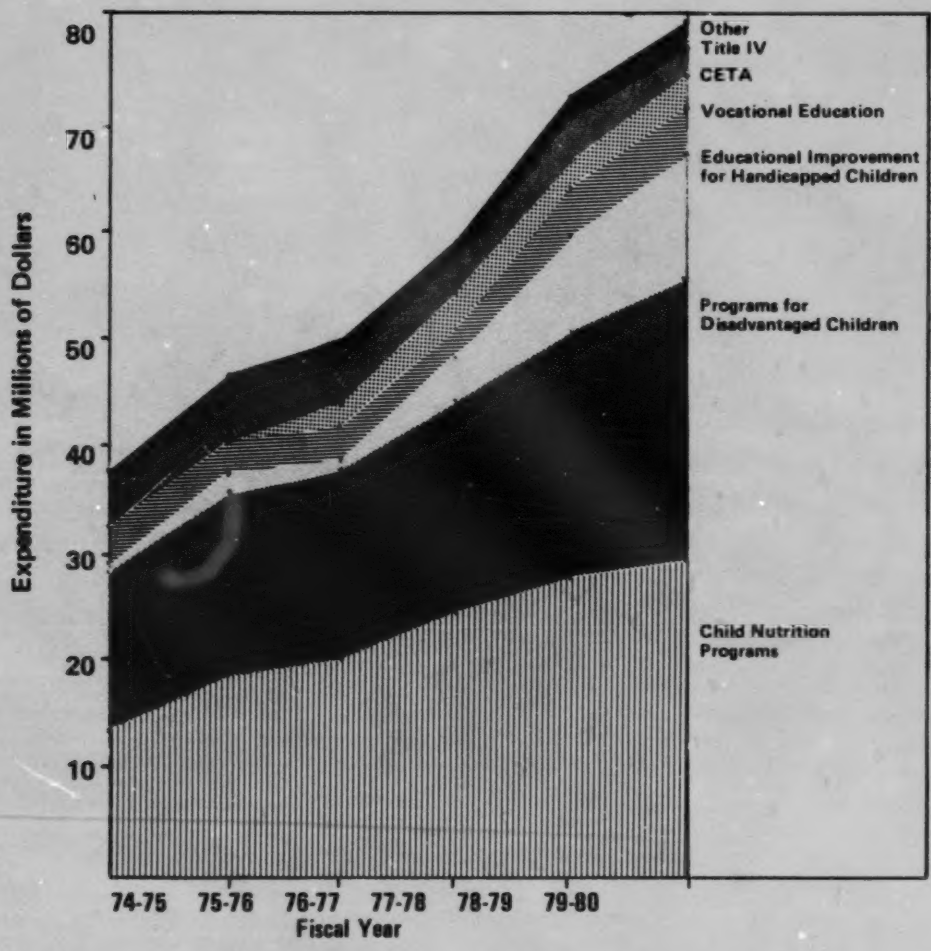
FEDERAL GRANT EXPENDITURES OF LOCAL EDUCATION AGENCIES 1974-75 TO 1979-80

	Fiscal Year					
Program Area	**1974-75**	**1975-76**	**1976-77**	**1977-78**	**1978-79**	**1979-80**
Child Nutrition	13,316,322	18,255,875	19,807,963	24,357,988	28,516,384	29,336,480
Programs for Disadvantaged Children	14,837,931	18,035,968	17,446,903	19,482,078	21,977,353	26,205,575
Educational Improvement for Handicapped Children	277,569	1,120,474	927,490	3,948,420	8,662,088	11,082,517
Vocational Education	3,954,027	3,506,166	3,639,529	2,679,095	4,325,801	4,900,089
CETA	0	192,066	1,652,800	3,089,047	2,969,032	2,649,718
Title IV: Innovative Support	0	1,396,676	4,382,466	3,643,985	4,161,386	3,544,710
Adult Basic Education	968,478	952,089	990,724	1,107,493	1,169,950	1,309,438
Title III: Federal Education Centers	1,179,019	1,886,588	25,043	38,950	0	0
Federal School Library Resources	1,949,009	987,213	39,521	(1,492)	(2,492)	(2,663)
Other	354,433	479,104	424,547	392,937	600,551	611,068
Total Federal Grant Expenditures	**37,454,788**	**46,812,219**	**49,336,886**	**58,738,501**	**72,380,053**	**79,636,932**

Source: Connecticut State Department of Education, Operating Budget Requests, 1974-1980.

FIGURE 1.06

FEDERAL GRANT EXPENDITURES OF LOCAL EDUCATION AGENCIES 1974-75 TO 1979-80



Over the last six years, the amount of federal aid expended by LEAs more than doubled. The largest increases were seen in child nutrition programs, in programs for disadvantaged children, and in educational improvement for handicapped children. Two new programs were added during this period: Title IV and CETA. Two other programs were eliminated: Title III and the Federal School Library Resource programs.

TABLE 1.07

EXPENDITURES FOR COMPENSATORY EDUCATION[1]
1969-70 TO 1978-79

Year	Title I ESEA[2]	SADC[3] Public	SADC Non-Public	Other Sources[4]	Total Expenditures	Per Pupil Expenditures
1978-79	$20,897,276	$5,936,737	$480,330	$3,637,517	$30,951,860	$537
1977-78	19,892,268	5,984,391	434,961	3,009,191	29,320,811	529
1976-77	16,568,809	5,692,451	376,110	2,809,617	25,446,987	495
1975-76	15,904,700	6,116,975	383,728	–	22,405,402	438
1974-75[5]	15,106,422	5,964,487	399,495	–	21,470,404	422
1973-74	12,089,019	6,093,838	406,162	–	18,589,019	368
1972-73	11,538,264	6,191,450	406,250	–	18,135,964	347
1971-72	12,290,094	5,598,152	366,094	–	18,254,340	360
1970-71	10,788,070	7,388,752	485,922	–	18,662,744	333
1969-70	10,278,799	7,689,639	498,167	–	18,466,605	272

1. Based upon unaudited data estimated by LEA evaluators. Does not include SADC expenditures of approximately $500,000 for Project Concern under Public Act 611 or expenditures of approximately $100,000 for DCYS and the Department of Corrections.
2. Elementary and Secondary Education Act, Title I.
3. State Aid for Dependent Children
4. Includes various federal programs other than Title I-part A, and LEA contributions.
5. Expenditures reported to State Department of Education Accounting Department.

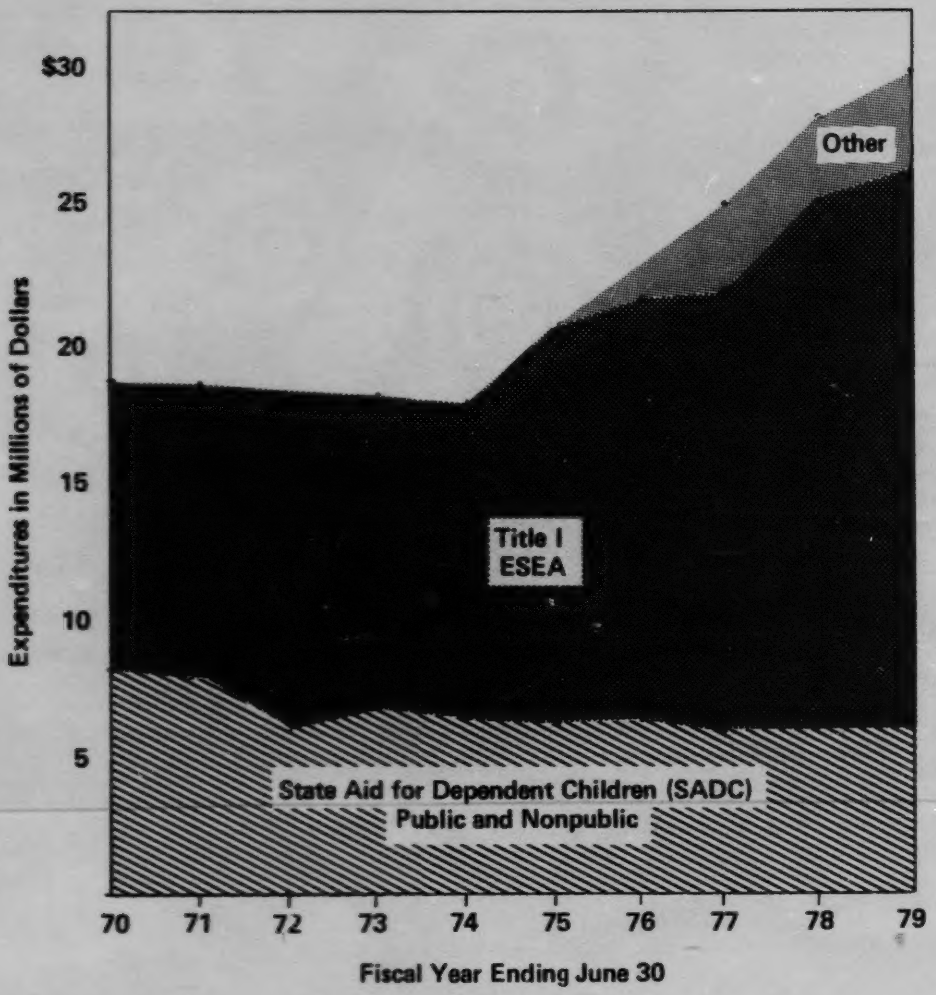
Sources: Connecticut Compensatory Education Program Fiscal Year 1978-79
Annual Program and Achievement Analysis, Report presented to Connecticut State Board of Education, July 1980.

Compensatory Education in Connecticut Fiscal Year 1978 Annual Evaluation Report, December 1979.

Connecticut Compensatory Education Program, Annual Evaluation Report, 1975-76, 1974-75, 1973-74.

FIGURE 1.07

EXPENDITURES FOR COMPENSATORY EDUCATION
1969-70 TO 1978-79



Expenditures for compensatory education increased from $18.5 million in 1970 to $31.0 million in 1979. This increase was due to the doubling of federal expenditures and the growth of expenditures from other federal and local sources.

TABLE 1.08

LOCAL/STATE/FEDERAL SHARE OF NET CURRENT EXPENDITURES OF LOCAL SCHOOL DISTRICTS 1969-70 TO 1978-79

		Net Current Expenditures (in millions)			Percentage Support		
Fiscal Year	Total	Local	State	Federal	Local	State	Federal
1978-79	1070.3	737.5	255.3	77.6	68.9	23.9	7.2
1977-78	1002.3	702.6	231.5	68.1	70.1	23.1	6.8
1976-77	932.6	659.6	217.8	55.2	70.7	23.4	5.9
1975-76	880.6	614.6	215.4	50.6	69.7	24.5	5.8
1974-75	832.9	589.7	205.3	37.9	70.7	24.7	4.5
1973-74	752.8	549.0	179.2	24.5	72.9	23.8	3.3
1972-73	699.6	502.0	175.5	22.1	71.8	25.1	3.2
1971-72	651.6	462.7	167.7	21.2	71.0	25.7	3.3
1970-71	594.0	417.7	157.0	19.3	70.3	26.4	3.3
1969-70	517.8	350.4	148.2	19.1	67.7	28.6	3.7

Notes: (1) Net current expenditures are the current expenses of public schools less the expenses for pupil transportation, and the amount of tuition received for non-resident pupils.

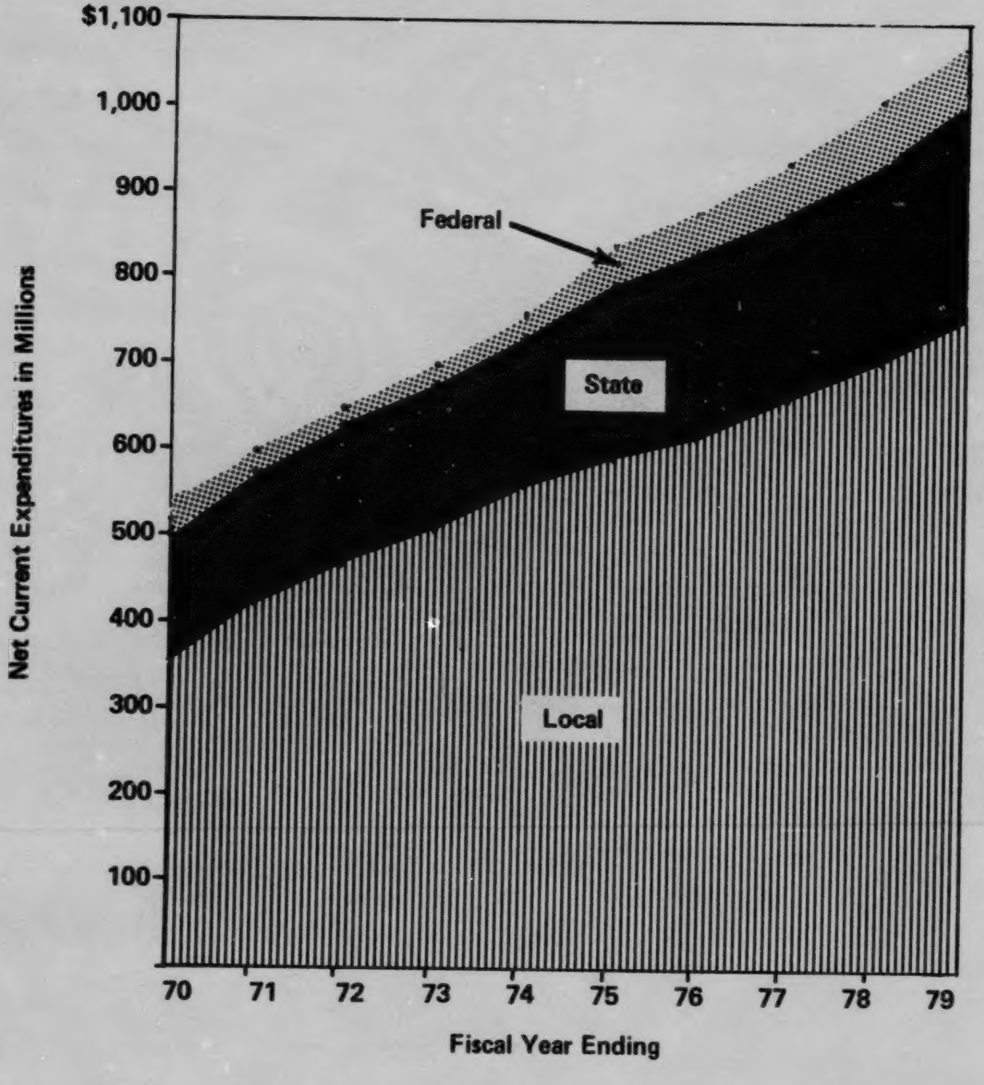
(2) Local funds are derived by subtracting state and federal expenditures from the net current expenditures.

(3) Federal aid includes grants paid through the State Department of Education and grants paid directly to local school districts.

Source: Local Public School Expenses and State Aid in Connecticut — School Years 1974-75 through 1978-79, Connecticut Public Expenditure Council, March 1980.

FIGURE 1.08

LOCAL/STATE/FEDERAL SHARE OF NET CURRENT EXPENDITURES OF LOCAL SCHOOL DISTRICTS 1969-70 TO 1978-79



The net current expenditures of the public schools increased at an average annual rate of 8.4% since 1969-70. Seventy percent of the $1.07 billion spent in 1978-79 came from local courses. State and Federal contributions were 24% and 7%, respectively.

TABLE 1.09

CONNECTICUT TOWNS' NET CURRENT EXPENDITURES PER PUPIL[1]
1970-71 TO 1979-80

Fiscal Year	Low	5%ile	25%ile	50%ile	75%ile	95%ile	High
1979-80[2]	$1,358	$1,488	$1,694	$1,923	$2,143	$2,511	$3,008
1978-79	1,175	1,324	1,514	1,703	1,895	2,253	2,746
1977-78	1,010	1,151	1,371	1,540	1,700	2,058	2,487
1976-77	930	1,020	1,241	1,392	1,555	1,904	2,225
1975-76	858	968	1,137	1,264	1,441	1,702	2,059
1974-75	779	913	1,058	1,173	1,325	1,562	1,834
1973-74	711	806	937	1,047	1,170	1,503	1,656
1972-73	670	751	856	969	1,089	1,363	1,570
1971-72	611	686	801	888	1,008	1,219	1,478
1970-71	538	634	744	828	929	1,129	1,469

[1] The current operating expenditures incurred by a town for educating its students. It excludes expenditures for transportation, capital outlay, equipment and debt services.

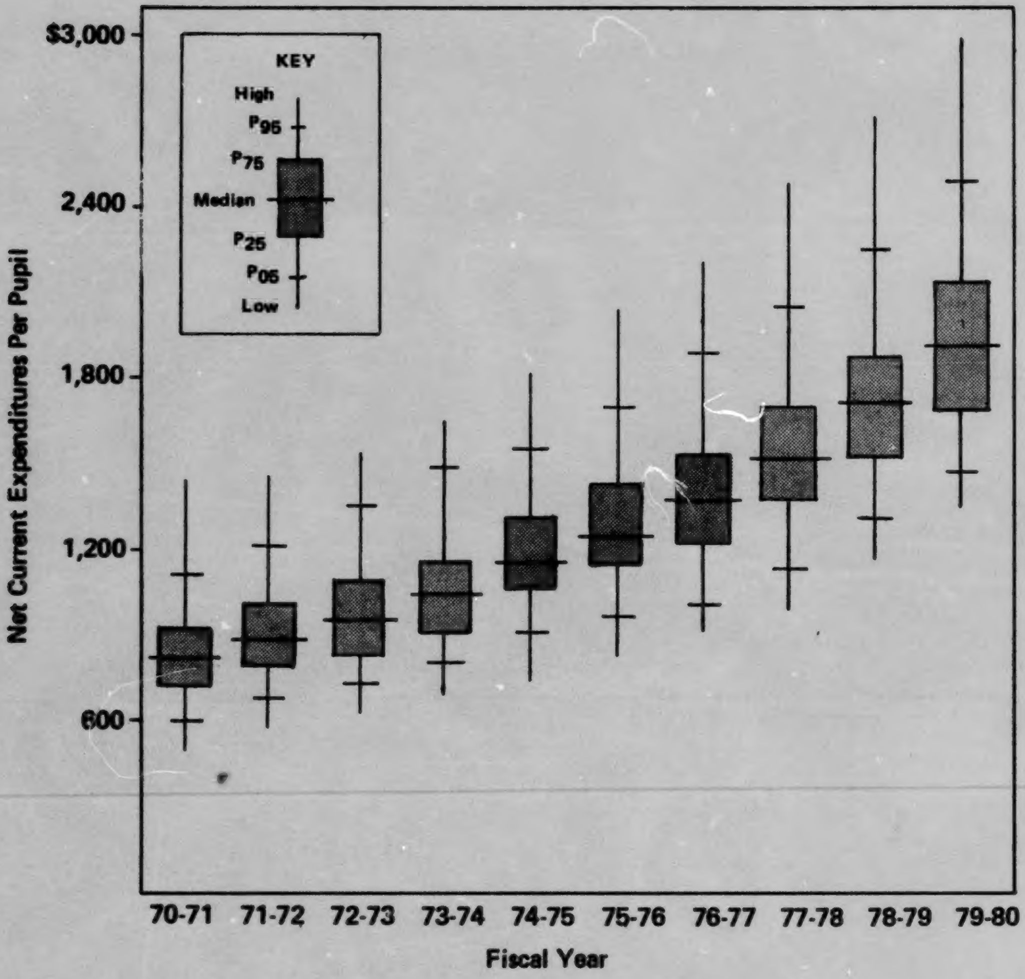
[2] Preliminary

Sources: "Local Public School Expenses and State Aid in Connecticut" Connecticut Public Expenditure Council, 1972-1980.

Unpublished data, School Finance Equalization Management System, Connecticut State Department of Education, December, 1980.

FIGURE 1.09

CONNECTICUT TOWNS' NET CURRENT EXPENDITURES PER PUPIL 1970-71 TO 1979-80



The median net current expenditure per pupil rose 132% between 1971 and 1980, from $828 to $1,923. Since 1975-76 this median has increased by over 10% per year.

TABLE 1.10

CHANGE IN CONNECTICUT TOWNS' EQUALIZED NET GRAND LISTS (ENGL) 1977 TO 1978

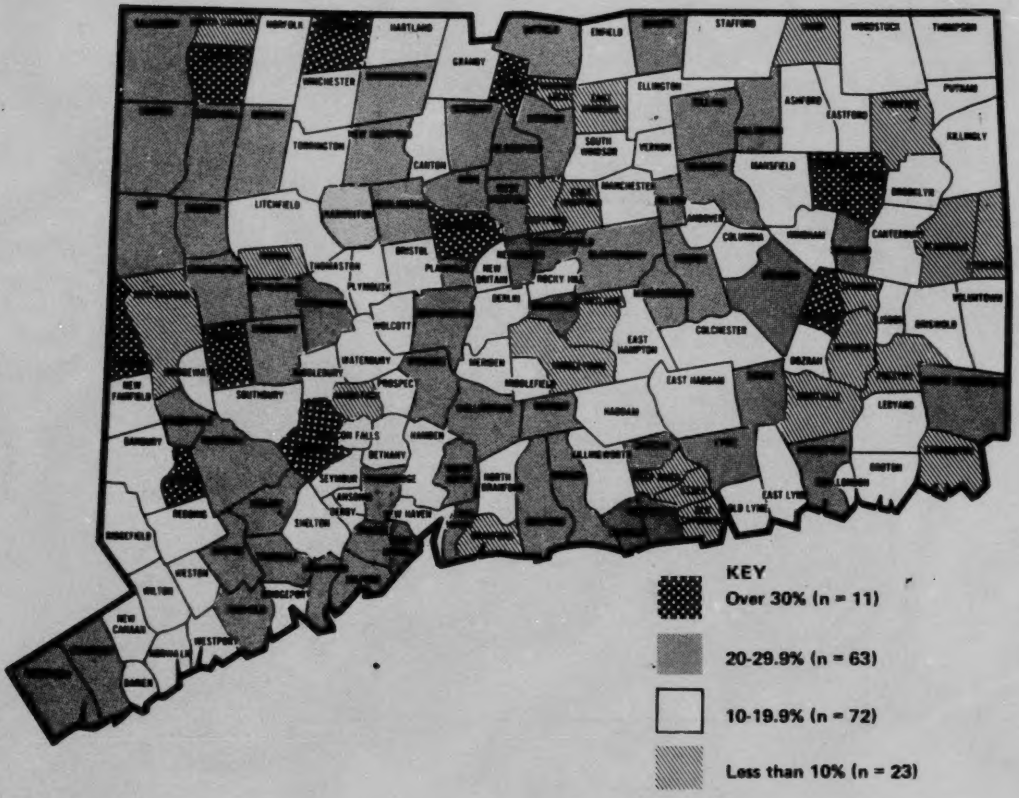
Change in ENGL 1977 to 1978	Low Wealth Towns*	High Wealth Towns*	Total Number	Total Percent
Over 40%	0	2	2	1.2
35-39.9	1	2	3	1.8
30-34.9	3	3	6	3.6
25-29.9	5	11	16	9.5
20-24.9	17	30	47	27.8
15-19.9	24	16	40	23.7
10-14.9	22	10	32	18.9
5-9.9	10	7	17	10.1
0-4.9	1	1	2	1.2
Decline	2	2	4	2.4
Total	85	84	169	100.%

*Wealth is the adjusted equalized net grand list per capita used in the calculation of the 1980-81 GTB grant. It equals the 1977 equalized net grand list per capita (1976 population) adjusted by the ratio of the town's 1975 per capita income to the per capita income of the wealthiest town. A median split was utilized to determing low and high wealth towns.

Source: Unpublished data, School Finance Equalization Management System, Connecticut State Department of Education, December, 1980.

FIGURE 1.10

CHANGE IN CONNECTICUT TOWNS' EQUALIZED NET GRAND LISTS (ENGL) 1977 TO 1978


NORFOLK
HARTLAND
GRANBY
ENFIELD
STAFFORD
WOODSTOCK
THOMPSON
WINCHESTER
ELLINGTON
PUTNAM
ASHFORD
EASTFORD
TORRINGTON
SOUTH WINDSOR
VERNON
KILLINGLY
CANTON
MANSFIELD
MANCHESTER
BROOKLYN
LITCHFIELD
COLUMBIA
CANTERBURY
BRISTOL
THOMASTON
PLYMOUTH
NEW BRITAIN
ROCKY HILL
BERLIN
WOLCOTT
COLCHESTER
EAST HAMPTON
NEW FAIRFIELD
WATERBURY
MERIDEN
MIDDLEFIELD
EAST HADDAM
SOUTHBURY
PROSPECT
HADDAM
LEDYARD
DANBURY
HAMDEN
BETHANY
SEYMOUR
NORTH BRANFORD
GROTON
SHELTON
DERBY
NEW HAVEN
OLD LYME
EAST LYME
NEW LONDON
RIDGEFIELD
WESTON
WILTON
BRIDGEPORT
NEW CANAAN
WESTPORT
DARIEN
GRISWOLD
VOLUNTOWN
KEY
Over 30% (n = 11)
20-29.9% (n = 63)
10-19.9% (n = 72)
Less than 10% (n = 23)

Towns' equalized net grand lists grew an average of 19.1% between 1977 and 1978.

TABLE 1.11

CHANGE IN CONNECTICUT TOWNS' PER CAPITA INCOME 1974 TO 1977

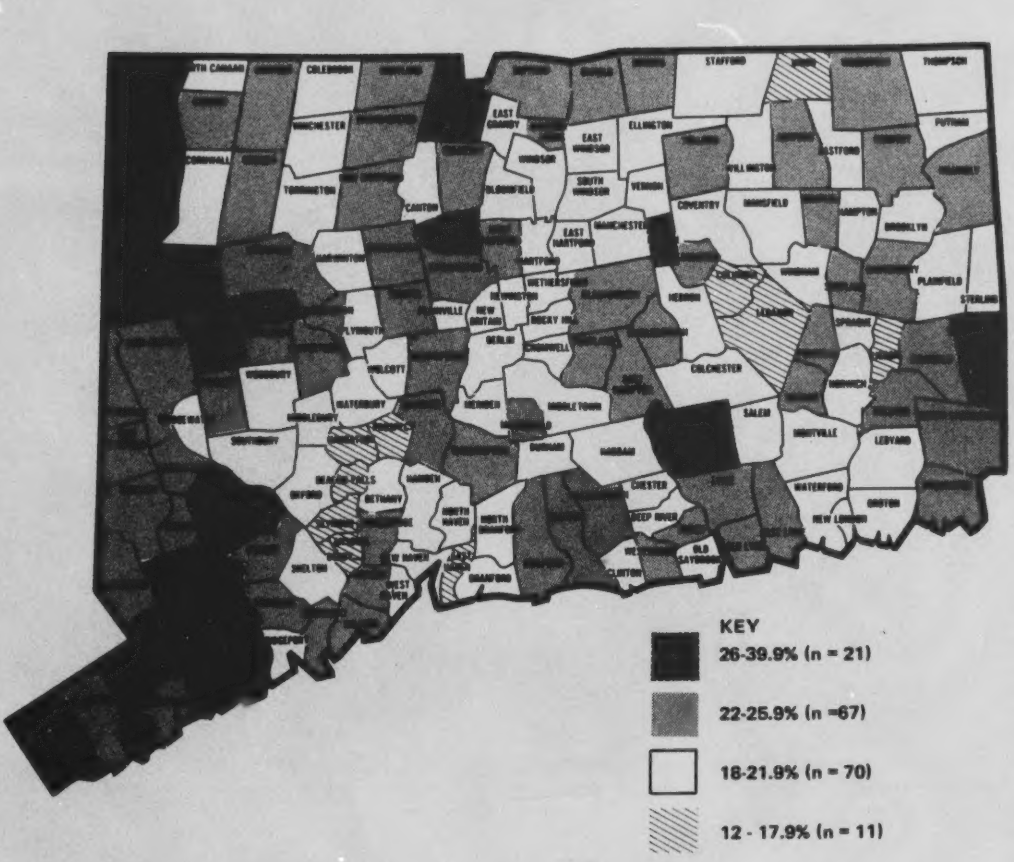
Percent Change in Per Capita Income	Low Wealth Towns*	High Wealth Towns*	Total	
			Number	Percent
38-39.9	0	1	1	0.6
36-37.9	0	0	0	0.0
34-35.9	0	2	2	1.2
32-33.9	0	0	0	0.0
30-31.9	1	2	3	1.8
28-29.9	0	9	9	5.3
26-27.9	1	5	6	3.6
24-25.9	8	21	29	17.2
22-23.9	20	18	38	22.5
20-21.9	26	12	38	22.5
18-19.9	19	13	32	18.9
16-17.9	9	0	9	5.3
14-15.9	1	0	1	0.6
12-13.9	0	1	1	0.6
Total	85	84	169	100

*Wealth is the adjusted equalized net grand list used per capita in the calculation of the 1980-81 GTB grant. It equals the 1977 equalized net grand list per capita (1976 population) adjusted by the ratio of the town's per capita income in 1975 to the per capita income of the wealthiest towns.

Source: Unpublished data, School Finance Equalization Management Information System. Connecticut State Department of Education, December, 1980.

FIGURE 1.11

CHANGE IN CONNECTICUT TOWNS' PER CAPITA INCOME 1974 TO 1977


COLEBROOK
WINCHESTER
CORNWALL
TORRINGTON
CANTON
EAST GRANBY
WINDSOR
BLOOMFIELD
EAST WINDSOR
SOUTH WINDSOR
ELLINGTON
VERNON
STAFFORD
THOMPSON
PUTNAM
EASTFORD
WILLINGTON
COVENTRY
MANSFIELD
HAMPTON
BROOKLYN
PLAINFIELD
STERLING
EAST HARTFORD
MANCHESTER
HARTFORD
WETHERSFIELD
NEWINGTON
NEW BRITAIN
ROCKY HILL
BERLIN
CROMWELL
PLYMOUTH
WOLCOTT
WATERBURY
WOODBURY
SOUTHBURY
MIDDLEBURY
MERIDEN
MIDDLETOWN
DURHAM
HADDAM
HEBRON
LEBANON
COLCHESTER
SALEM
MONTVILLE
LEDYARD
NORWICH
SPRAGUE
CHESTER
DEEP RIVER
OLD SAYBROOK
CLINTON
WATERFORD
NEW LONDON
GROTON
OXFORD
BEACON FALLS
BETHANY
HAMDEN
NORTH HAVEN
NORTH BRANFORD
BRANFORD
NEW HAVEN
WEST HAVEN
SHELTON
BRIDGEPORT
KEY
26-39.9% (n = 21)
22-25.9% (n =67)
18-21.9% (n = 70)
12 - 17.9% (n = 11)

Connecticut towns' per capita income grew an average of 22.9% between 1974 and 1977, from $5,365 to $6,595.

TABLE 1.12

CHANGE IN EDUCATIONAL TAX RATES*
1978 TO 1979

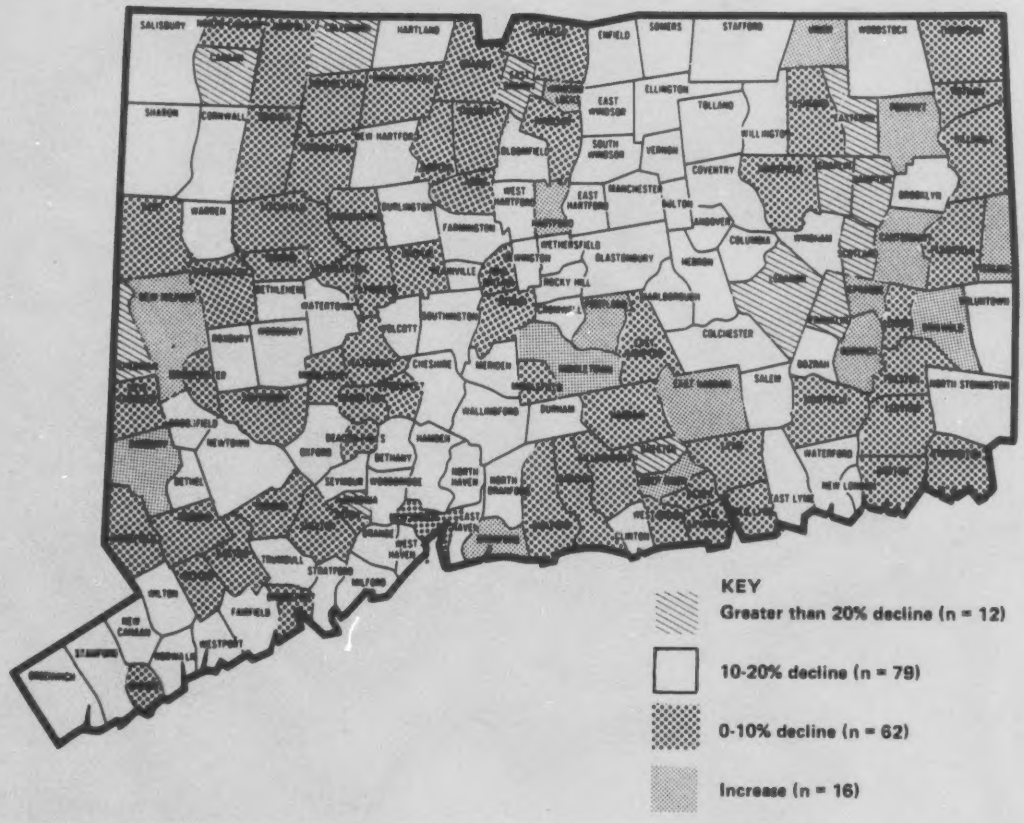
Percent Change 1978 to 1979	Quartile of 1978 Educational Tax Rate				
	1st (Low)	2nd	3rd	4th (High)	Total
Over 10% Increase	2	0	0	0	2
5-10% Increase	1	1	0	0	2
0-5 % Increase	4	4	3	1	12
0-5 % Decline	9	10	3	0	22
5-10% Decline	9	10	18	5	42
10-15% Decline	12	12	9	14	47
15-20% Decline	3	4	7	16	30
20-25% Decline	1	2	1	4	8
Over 25% Decline	1	0	1	2	4
Total	42	43	42	42	169

*The educational tax rate for 1978 is the unaudited 1978-79 net current local expenditures for education (NCLE) divided by the town's 1977 equalized net grant list (ENGL); that for 1979 is the unaudited 1979-80 NCLE divided by the 1978 ENGL.

Source: Unpublished data, School Finance Equalization Management Information System, Connecticut State Department of Education, January 1981.

FIGURE 1.12

CHANGE IN EDUCATIONAL TAX RATES 1978 TO 1979


SALISBURY
HARTLAND
ENFIELD
SOMERS
STAFFORD
WOODSTOCK
SHARON
CORNWALL
NEW HARTFORD
EAST WINDSOR
ELLINGTON
TOLLAND
SOUTH WINDSOR
VERNON
BLOOMFIELD
COVENTRY
WEST HARTFORD
EAST HARTFORD
MANCHESTER
BOLTON
ANDOVER
BROOKLYN
WARREN
BURLINGTON
FARMINGTON
WETHERSFIELD
GLASTONBURY
HEBRON
COLUMBIA
ROCKY HILL
PLAINVILLE
BETHLEHEM
WATERTOWN
MARLBOROUGH
SOUTHINGTON
WOLCOTT
COLCHESTER
CHESHIRE
MERIDEN
SALEM
WALLINGFORD
DURHAM
NORTH STONINGTON
HAMDEN
NEWTOWN
OXFORD
BETHANY
WATERFORD
NORTH HAVEN
NORTH BRANFORD
SEYMOUR
WOODBRIDGE
BETHEL
NEW LONDON
EAST LYME
CLINTON
EAST HAVEN
WEST HAVEN
ORANGE
TRUMBULL
STRATFORD
MILFORD
WILTON
NEW CANAAN
FAIRFIELD
WESTPORT
STAMFORD
GREENWICH
KEY
▨ Greater than 20% decline (n = 12)
☐ 10-20% decline (n = 79)
▩ 0-10% decline (n = 62)
░ Increase (n = 16)

Between 1978 and 1979 there was a decline in the educational tax rate in 153 of the state's 169 towns.

TABLE 1.13

CHANGE IN CONNECTICUT TOWNS' ADM
1974-75 TO 1979-80

Type of Community

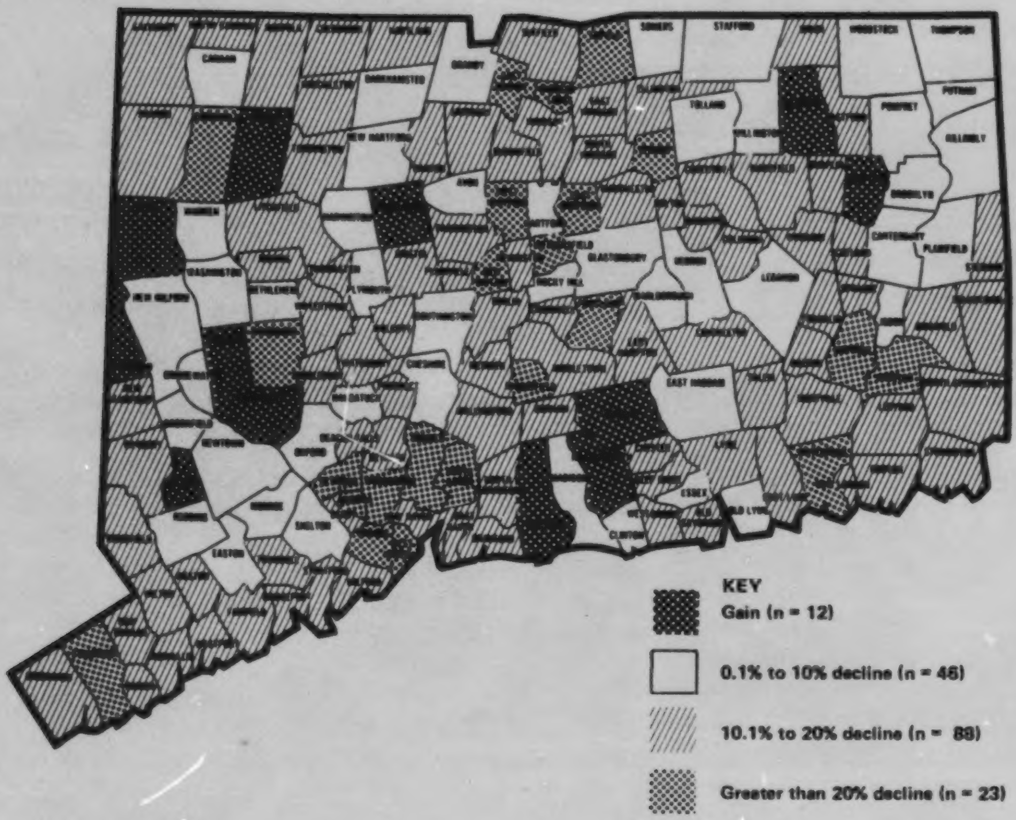
				Small Town			
Percent Change	Large City	Fringe City	Medium City	Suburban	Emerging Suburban	Rural	Total
20 to 24.9%					1		1
15 to 19.9					1		1
10 to 14.9					0		0
5 to 9.9					2	3	5
0 to 4.9				2	0	3	5
- 5 to - 0.1		1		5	5	10	21
-10 to - 5.1	1	2	2	5	9	6	25
-15 to -10.1	2	5	4	16	6	12	45
-20 to -15.1	1	8	8	11	7	8	43
-25 to -20.1	1	5	2	5	1	1	15
-30 to -25.1		1	2	0	3	1	7
-35 to -30.1				1			1
Total	5	22	18	45	35	44	169

Sources: "Per Pupil Aid to Public School Operation Paid During 1975-76, on account of 1974-75 ADM (Final Adjustment)," Connecticut State Department of Education, June 1976.

Unpublished data, School Finance Equalization Management System, Connecticut State Department of Education, December 1980.

FIGURE 1.13

CHANGE IN CONNECTICUT TOWNS' AVERAGE DAILY MEMBERSHIP (ADM) 1974-75 TO 1979-80


CANAAN
SOMERS
STAFFORD
WOODSTOCK
THOMPSON
TOLLAND
POMFRET
PUTNAM
KILLINGLY
BROOKLYN
CANTERBURY
PLAINFIELD
WARREN
WASHINGTON
NEW MILFORD
GLASTONBURY
ROCKY HILL
LEBANON
EAST HADDAM
LYME
ESSEX
OLD LYME
CLINTON
NEWTOWN
OXFORD
SHELTON
EASTON
KEY
Gain (n = 12)
0.1% to 10% decline (n = 46)
10.1% to 20% decline (n = 88)
Greater than 20% decline (n = 23)

Between 1974-75 and 1979-80 the average daily membership (ADM) of the 169 towns declined an average of 14.7%. None of the state's 45 cities gained in ADM in this period.

TABLE 1.14

POVERTY CONCENTRATION: AFDC AS A PERCENTAGE OF ADM 1974 -75 TO 1979-80

School Year	Low	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	High
1979-80	0.0	0.5	1.9	3.7	10.7	22.7	72.7
1978-79	0.0	0.5	2.0	3.6	7.4	21.6	71.9
1977-78	0.0	0.5	2.0	3.3	7.0	20.6	72.9
1976-77	0.0	0.7	1.9	3.3	6.8	20.2	71.5
1975-76	0.0	0.6	2.1	3.4	7.0	17.5	66.2
1974-75	0.0	0.5	1.8	3.6	6.6	16.2	68.4

*AFDC is the number of students ages 5-18 receiving State Aid for Dependent Children in October (except in 74-75, 75-76 when the January count was used). ADM is the average number of public school students in a town on October 1 and May 1 and aggregate days summer school membership.

Sources: Entitlements for School Districts Under the Provisions of an Act Concerning State Aid for Disadvantaged Students, Connecticut State Department of Education, Fiscal Years 1976, 1977 and 1978.

Per Pupil Aid for Public School Operation Paid During 1975-76 on Account of 1974-75 ADM (Final Adjustment), Connecticut State Department of Education, June 1976.

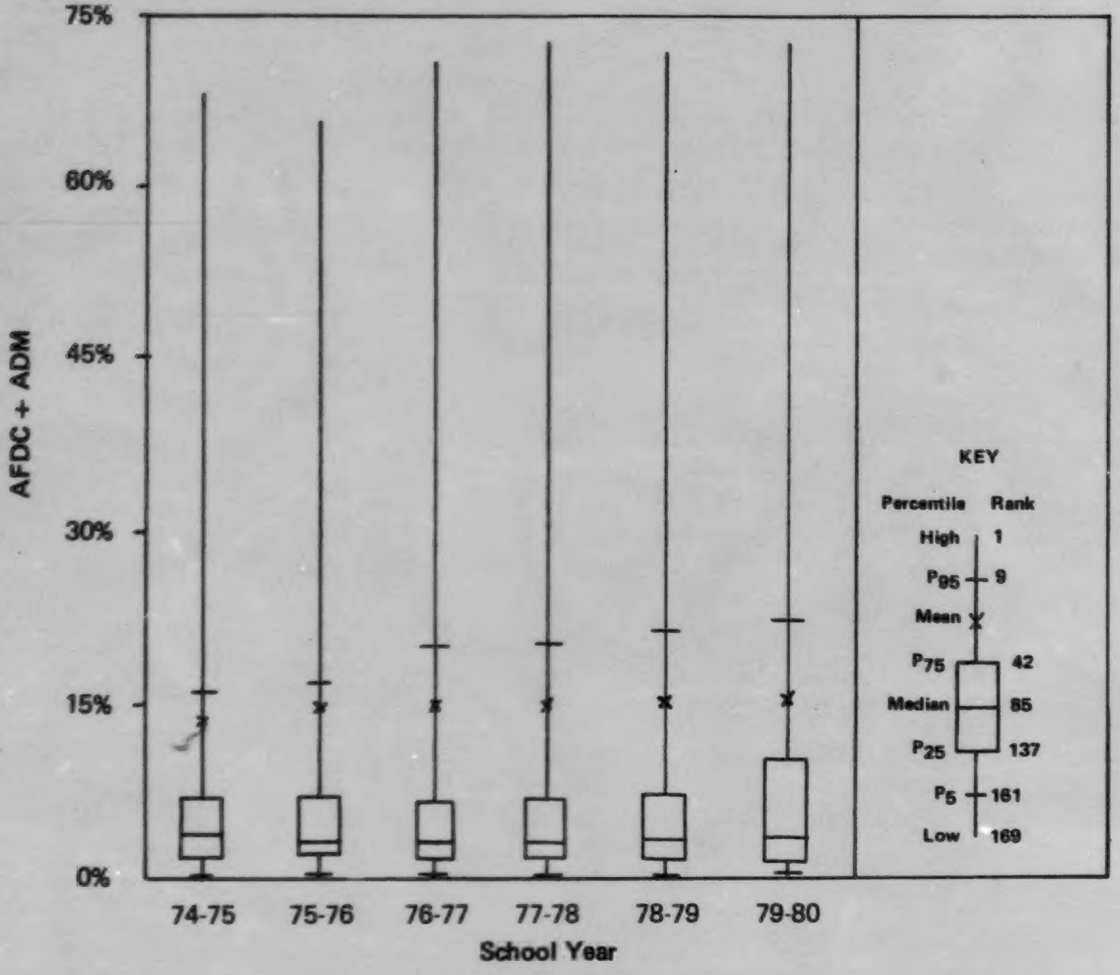
Per Pupil Aid for Public School Operation Paid During 1976-77 on Account of 1975-76 ADM, Connecticut State Department of Education, November 1976.

Per Pupil Aid for Public School Operation Paid During 1977-78 on Account of 1976-77 ADM (Final Adjustment), Connecticut State Department of Education, 1978.

Unpublished data, School Finance Equalization Management System, Connecticut State Department of Education, 1980.

FIGURE 1.14

POVERTY CONCENTRATION: AFDC AS A PERCENTAGE OF ADM 1974-75 TO 1979-80



Although the number of AFDC children expressed as a percentage of a town's ADM increased from 13.8% to 15.8% between 1974-75 and 1979-80, the increase has been limited to relatively few towns.

TABLE 1.15

CONCENTRATION OF MINORITY STUDENTS, BY TYPE OF COMMUNITY
1975 TO 1979

		Community Type[1]								
					Small Towns					
Fall of School Year	Minority Enrollment	Large City	Fringe City	Medium City	Suburban	Emerging Suburban	Rural[2]	Vocational Technical	Project Concern	Total[3]
1979	No.	61,473	9,328	17,064	2,725	1,616	1,243	1,632	1,386	96,467
	Pct.	63.7	9.7	17.7	2.8	1.7	1.3	1.7	1.4	100%
1978	No.	62,035	8,991	16,870	2,815	1,571	1,092	1,495	1,428	96,297
	Pct.	64.4	9.3	17.5	2.9	1.6	1.1	1.6	1.5	100%
1977	No.	62,670	8,649	17,146	2,695	1,556	1,069	1,436	1,436	96,657
	Pct.	64.8	8.9	17.7	2.8	1.6	1.1	1.5	1.5	100%
1976	No.	62,779	8,244	16,787	2,560	1,515	1,012	1,084	1,357	95,338
	Pct.	65.8	8.6	17.6	2.7	1.6	1.1	1.1	1.4	100%
1975	No.	63,891	7,746	16,253	2,339	1,524	955	1,062	1,199	94,969
	Pct.	67.3	8.2	17.1	2.5	1.6	1.0	1.1	1.3	100%

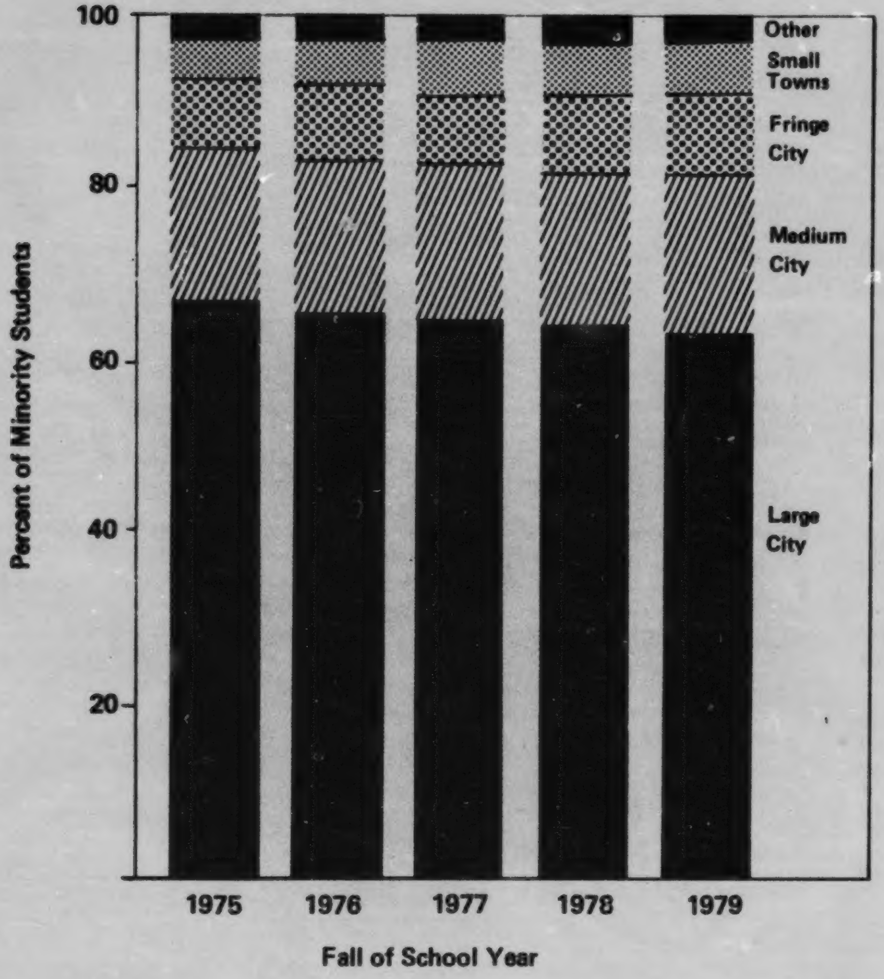
1. Small town categories are based upon the proposed 1980 standard metropolitan statistical areas of the Census Bureau.
2. Includes E.O. Smith.
3. Excludes students in the endowed and incorporated academies.

Sources: Unpublished data, CSDE form ED 152, "Racial Survey," 1978, 1977, 1976, 1975.

"Minority Pupils and Staff in the Connecticut Public Schools, October 1, 1979," Connecticut State Department of Education, February 1980.

FIGURE 1.15

CONCENTRATION OF MINORITY STUDENTS, BY TYPE OF COMMUNITY 1975 TO 1979



The percentage of minority students educated in the large city public schools declined from 67.3% in 1975 to 63.7% in 1979.

TABLE 1.16

RACIAL IMBALANCE IN CONNECTICUT PUBLIC SCHOOLS 1976 TO 1979

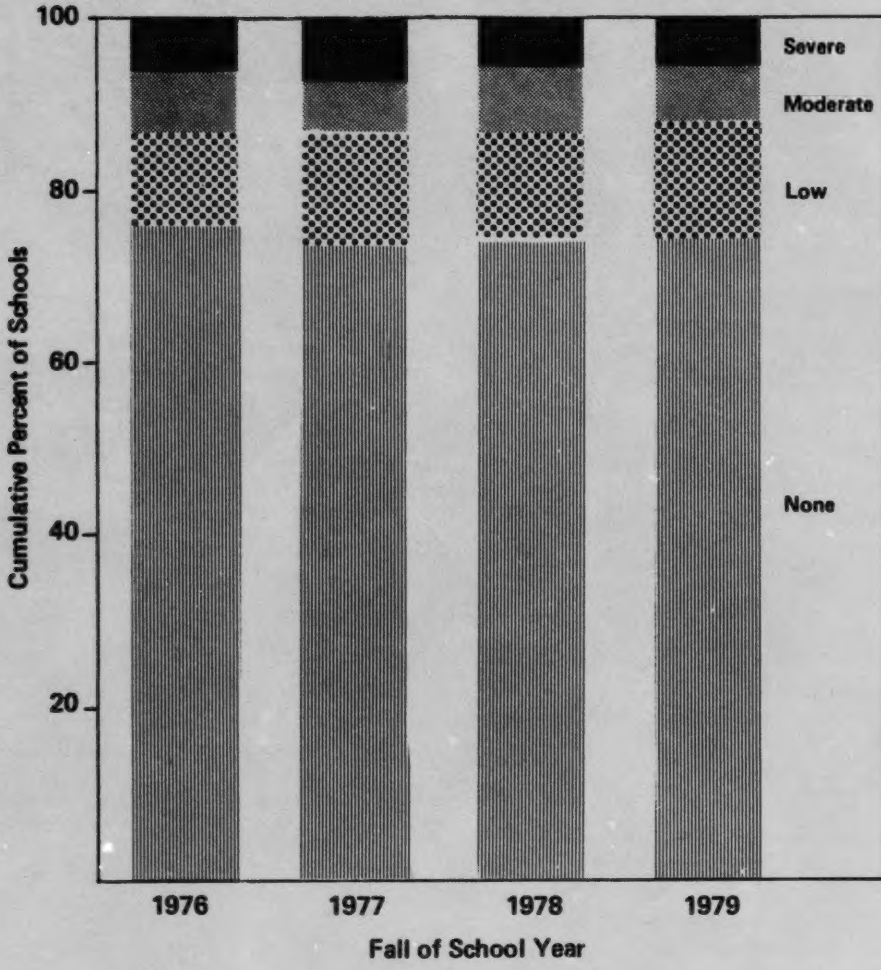
		Deviation Level[1]			
Fall of School		0-4.9%	5-14.9%	15-24.9%	25% & Above[2]
Year	Schools	None	Low	Moderate	Severe
1979	Number	799	142	70	56
	Percent	74.9%	13.3%	6.6%	5.2%
1978	Number	805	140	83	56
	Percent	74.3%	12.9%	7.7%	5.2%
1977	Number	818	144	75	71
	Percent	73.9%	13.0%	6.8%	6.4%
1976	Number	858	121	82	67
	Percent	76.1%	10.7%	7.3%	5.9%

1. The absolute deviation of a school from the comparable town minority percentage. The comparable town minority percentage is the percentage of the public school minority students within a school district in the grade range of that school.
2. Districts with schools in this category are required to submit to the State Board of Education a plan to remedy racial imbalance under CGS 10-226 a-e.

Sources: Unpublished data, CSDE form ED 152, "Racial Survey," 1976, 1977, 1978, 1979.

FIGURE 1.16

RACIAL IMBALANCE IN CONNECTICUT PUBLIC SCHOOLS
1976 TO 1979



Connecticut has made significant progress in improving the racial balance of its schools. Since 1976, 11 severely imbalanced and 12 moderately imbalanced schools have been closed or redistricted.

TABLE 1.17

PROJECT CONCERN
1970 TO 1979

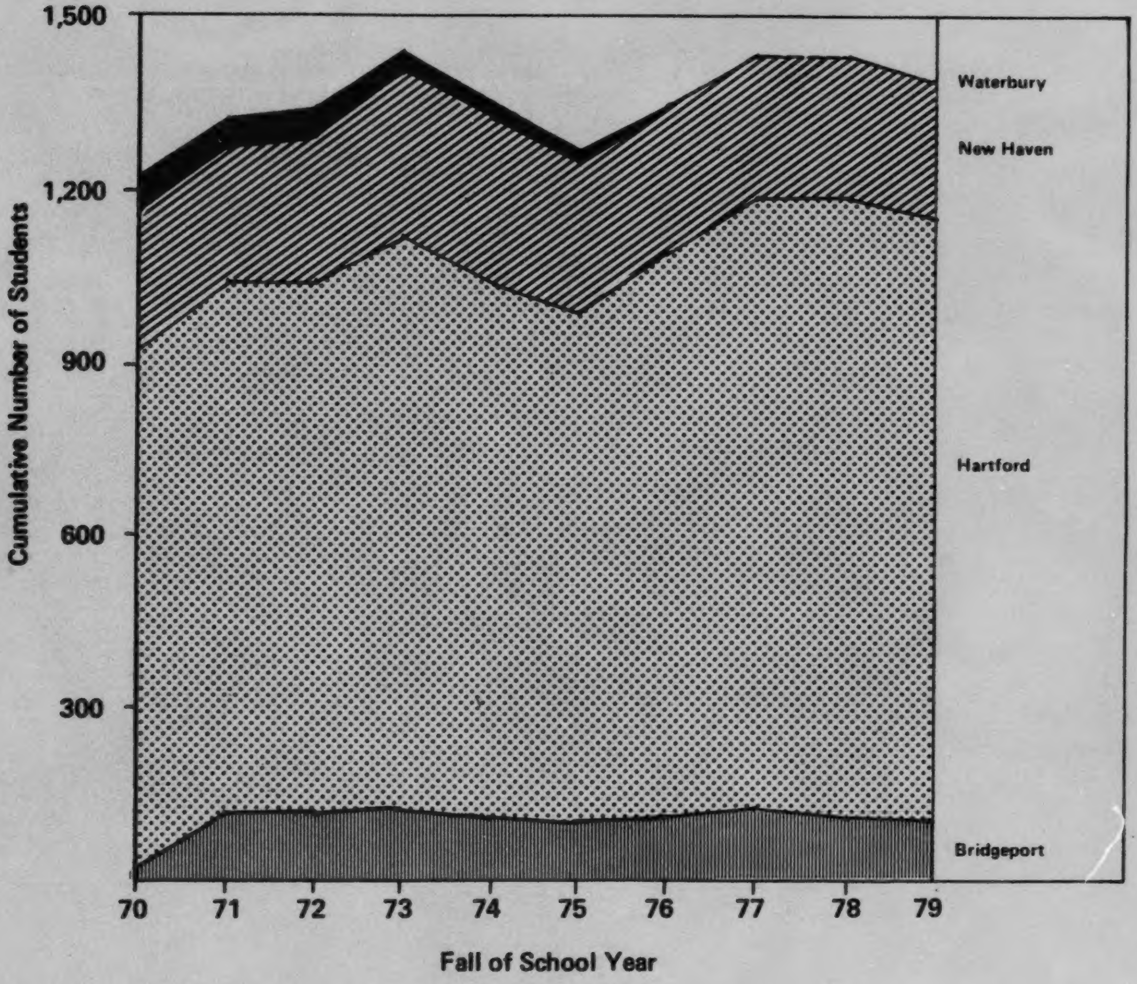
Fall of School Year	Bridgeport	Hartford	New Haven	Waterbury	Total
	Number of Disadvantaged Students From Sending Town				
1979	101	1059	235	–	1395
1978	114	1085	242	–	1441
1977	121	1073	252	–	1446
1976	116	988	262	–	1366
1975	108	887	252	10	1257
1974	108	936	290	19	1353
1973	123	1005	286	32	1446
1972	125	923	250	43	1341
1971	122	917	240	47	1326
1970	26	892	253	52	1223

Sources: "Minority Pupils and Staff in the Connecticut Public Schools," Connecticut State Department of Education, February 1980, March 1979, March 1978.

"The Distribution of Minority Pupils and Staff in the Public Schools of Connecticut," Connecticut State Department of Education, 1971, 1972, 1973, 1974, 1975, 1976, 1977.

FIGURE 1.17

PROJECT CONCERN
1970 TO 1979



Project Concern is a voluntary interdistrict effort in which disadvantaged pupils are accepted by suburban districts. Currently enrollment is near the 1973-74 peak. In 1979, suburbs received 1,395 students from Bridgeport, Hartford and New Haven.

TABLE 1.18

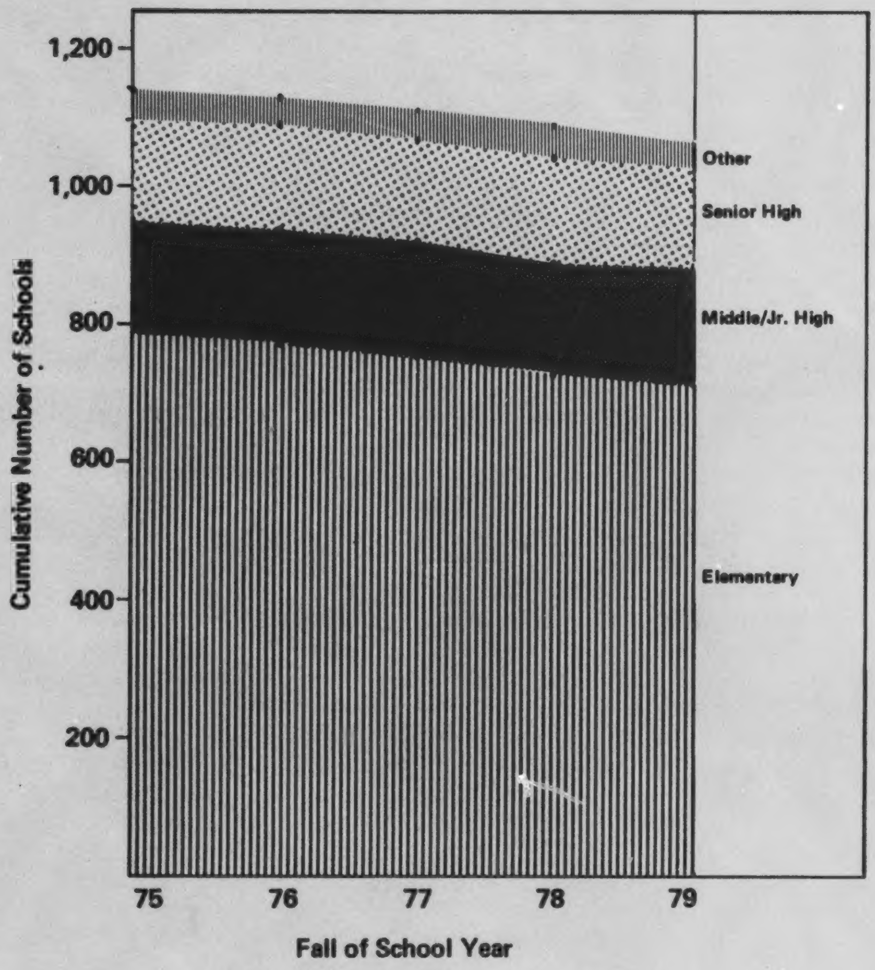
NUMBER OF PUBLIC SCHOOLS
1975 TO 1979
(Revised)

Fall of School Year	Elementary	Middle/ Jr. High	Senior High	Alternative/ Pre-kindergarten/ Special Education	Total
1979	711	169	142	44	1066
1978	730	171	142	45	1089
1977	750	169	142	45	1106
1976	770	168	142	44	1124
1975	785	167	142	43	1137

Sources: Unpublished data, CSDE form ED 152, "Racial Survey," 1980, 1979, 1978, 1977, 1976.
Unpublished data, CSDE form ED036, "School Opening Enrollment and Directory Data," 1975.

FIGURE 1.18

NUMBER OF PUBLIC SCHOOLS
1975 TO 1979
(Revised)



In response to declining enrollments fifty school districts have closed schools. Since 1975 there has been a net decline of 74 elementary schools. Concurrently, the number of middle/jr. high and high schools has remained essentially unchanged.

II. STUDENT ENROLLMENT AND PROGRAMS

The size and nature of the school age population in Connecticut is changing. The recent enrollment decline has impacted the local public schools more than the private schools and has had little effect on the vocational-technical schools. To date this decline has been in the elementary grades, but in the 1980s its focus will shift to the secondary levels. Even though the number of students has declined, enrollment in programs designed to meet the specific needs of students has increased. Pre-kindergarten, compensatory education, special education and gifted and talented programs all have expanded. The proportion of minority students in the schools and in the college-bound population has increased. The number of females in the vocational-technical schools is rising. Students are taking more courses in mathematics and physical sciences while fewer are enrolling in foreign languages. Changes are also evident in programs serving adults. Enrollment in academically oriented adult education and adult basic education programs has increased, but not considerably among minority adults. These and other changes had a profound effect on education in the 1970s and must be considered when planning for the 1980s.

The student population of Connecticut, those pupils in the local public, vocational-technical and nonpublic schools, declined 16% from just under 773,000 in 1970 to about 649,000 in 1979 (see Table 2.01). The extent of this loss, totaling 124,000 students, has differed for the three school types. Fall enrollment in the local public schools peaked in 1971 around 667,000 students and had declined by 110,000 students through 1979. The peak enrollment in the nonpublic schools occurred in the 1960s. In the early seventies their enrollment declined, but by the end of the 1970s it appeared to have stablized around 80,000. Contrary to the other schools, the vocational-technical schools exhibited a period of growth in the 1970s increasing their enrollment by 40% from 8,941 to 12,527. With these shifts the percentage of students in nonpublic schools rose from 11.2% in 1974 to 12.3% in 1979.

Significant changes are expected to occur in public school Fall enrollment in the period ahead (see Table 2.02). Elementary (pre-kindergarten through grade 8 plus special education) enrollment peaked in 1970 at 487,416, was 378,962 in 1979 and is projected to decline to a low of about 312,000 in 1985. The period between 1985 and 1995 should be one of a moderate rise in elementary enrollment, but this is predicted to be followed by a period of decline. Secondary enrollment peaked at 202,662 in 1975, declined to 190,142 in 1979 and is projected to decline to approximately 116,000 in 1991. Total elementary and secondary enrollment in 1979 was 15.8% below its 1971 peak and is projected to decline a total of 34% by 1989. For a period of around eight years after 1989, enrollment is projected to increase by approximately 8% and then start a second decline.

Pre-kindergarten Fall enrollment grew in the 1970s despite the decline in births (see Table 2.03). In 1970 there were 2,916 youngsters in pre-kindergarten programs in 21 public school districts. In 1979 these programs served 4,370 children in 50 school districts. There was comparable growth in these programs in the nonpublic schools. Participation rose from 648 youths in 1970 to 1,617 in 1979. Between 1970 and 1979 enrollment in public and nonpublic programs rose approximately 60% from 3,564 to 6,000.

Compensatory Education programs were established in 1965-66. Since then their enrollments have undergone three shifts (see Table 2.04). There was an initial period of growth that resulted in 13.4% of Connecticut students being served in 1967-68. Then between 1968 and 1974 enrollment has grown steadily, so that by 1978-79 a total of 59,195 students or 8.9% of all students, were served.

The number of students served in special education programs in the public schools grew 9.6% from 61,181 in 1977-78 to 67,061 in 1979-80 (see Table 2.05). Now 12% of all public school students receive some special education service, up from 10% only two years ago (see Table 2.06). Most of the increase occurred in three programs: learning disabled, social or emotional maladjustment, and gifted and talented. Only the number classified as mentally retarded showed a significant decline.

There has been a rapid growth in the number of programs available for Connecticut's gifted and talented students (see Table 2.07). In 1967-68 there were only four programs for these students; in 1979-80 there were 143. In 1979-80 alone, 23 programs were added while 2 were discontinued. Despite this growth, students in 46 of the 165 school districts still do not have access to programs for the gifted and talented.

The bilingual education program in Connecticut was started in 1977. Eligibility for bilingual funding is dependent on a school having 20 students from the same language background with limited English profciency. In 1977 a total of 10,405 students were eligible for a bilingual program (see Table 2.08). In 1978 this number increased to 11,642, largely because of an increase in the number of Hispanic students. In 1979, however, the number eligible dropped to 9,947 because of a decline of 1,500 Hispanic students. Nevertheless, two new programs, one in Albanian and the other in Laotian, were established.

Although the growth rate of enrollment in the secondary and long-term adult programs in the state's 17 vocational-technical schools has slowed since 1977, the trend is still upward (see Table 2.09). In the Fall of 1979, there were 12,527 students enrolled, only 16 more than the prior year, but 40% above the 1970 count. Although the 1979 enrollment of females increased by only 53 over 1978, it was still more than double the 1970 level. Females now comprise 22.2% of vocational-technical students compared to 14.6% in 1970. The continued growth and quality of the vocational-technical schools will depend partially on the number of applicants. Between 1970 and 1977 the number of applicants grew an average of 6% annually (see Table 2.10). However, between 1977 and 1979 the number of applicants fell a total of 14.5% from 9,939 to 8,494. Offsetting this decline was an increase in the acceptance rate from 53.7% to 56.1%.

Between 1970 and 1979 the number of minority students in the local public schools increased by 18.3% (see Table 2.11). The 1979 count of 94,834 represented 17.3% of the students. The number of Black students has declined for the last four years. Between 1970 and 1975 Black enrollment grew from 58,622 to 62,188, but by 1979 it had fallen more than 3,000 students to 59,040. Hispanic enrollment has increased steadily from 19,928 in 1970 to 30,816 in 1979, a 55% increase. Enrollment of Asian Americans and American Indians grew dramatically from 1,596 in 1970 to 4,978 in 1979.

The increase in the number of minority students is reflected also in their increase in the college-bound population (see Table 2.12). In 1974-75 there were only 1,559 minority students from public and nonpublic schools among the state's college-bound seniors. This represented 6.7% of the total. In 1979-80 that number had grown by 44% to 2,302 and the percentage of minority college-bound seniors had increased to 8.8%.

Between 1973-74 and 1979-80 the high school activities in which the college-bound seniors reported participation changed (see Table 2.13). Generally, with the exception of athletics, participation in high school activities declined. Fully 77.1% of the males and 59.3% of the females reported participation in some form of athletics. These are up from the earlier levels of 71.9% and 52.8% respectively. Participation levels in journalism; debating and dramatics; and art, music and dance were unchanged but were lower in ethnic organizations, pre-professional clubs, religious organizations, social clubs and student government.

Between 1973-74 and 1979-80 the courses taken by Connecticut college-bound seniors changed (see Table 2.14). On the average, male and female students took more courses in mathematics and the physical sciences but fewer in the foreign languages. These students averaged more years of study — especially in the foreign languages — than students in the nation in all subjects except history. They have studied an average of 4 years of English, 3-4 years of math, 2-3 years of foreign languages, 1-2 years of biological sciences, 1-2 years of physical sciences and 3 years of social studies.

Education continues after a person leaves the traditional elementary, secondary or post-secondary education setting. Through adult education programs Connecticut citizens can upgrade their education or take a course just to broaden their horizons. In 1978-79 over 140,000 adults were enrolled in adult education classes (see Table 2.15). In 1979-80 that number declined by 2.6% to 137,014. About one-third of the participants were enrolled in goal-oriented academic programs, that is, classes in adult basic education, citizenship, junior high level courses, high school equivalency exam. The number of students in these areas declined by about 2,600 between 1978-79 and 1979-80. The other significant area of decline was in the number of people enrolled in crafts courses. The number of classes offered fell from 858 to 697, probably the victims of budget cutbacks.

In 1979-80 enrollment in adult basic education classes, part of adult education, was 19,604 (see Table 2.16). This represented almost a two-fold increase in the 1972-73 enrollment and 2,000 above the 1978-79 level. Essentially these gains occurred among White and Asian American students. Compared to 1978-79, White enrollment was up by over 2,000, Black and Hispanic enrollment declined by more than 1,000 and other minorities increased by 700. Even with these declines, Black enrollment was 70% above its 1972-73 level, but Hispanic enrollment was at its lowest level since recording these data.

Residents who have a physical or mental disability which is a substantial handicap to employment and who are no longer eligible for assistance through the public schools may be served through vocational-rehabilitation programs (see Table 2.17). In 1979 over 2,700 clients were given vocational training. This count was 3% below the prior year's level, but 14% above the number served in 1975.

TABLE 2.01

ELEMENTARY AND SECONDARY SCHOOL FALL ENROLLMENT: PUBLIC AND NONPUBLIC (Revised)
1970 TO 1979

Fall of School Year	Local Public[1] No.	Pct.	Vocational-Technical No.	Pct.	Nonpublic[2] No.	Pct.	Total
1979	556,577	85.8	12,527	1.9	79,839	12.3	648,943
1978	581,246	86.3	12,511	1.9	79,777	11.8	673,534
1977	603,925	86.7	12,464	1.8	80,403	11.5	696,792
1976	623,177	86.9	11,823	1.6	82,195	11.5	717,195
1975	640,879	87.2	11,570	1.6	82,552	11.2	735,001
1974	649,772	87.3	11,037	1.5	83,229	11.2	744,038
1973	656,645	87.2	10,443	1.4	85,681	11.4	752,769
1972	664,761	87.0	9,618	1.3	89,562	11.7	763,941
1971	666,867	86.6	9,082	1.2	94,165	12.2	770,114
1970	662,205	85.7	8,941	1.2	101,834	13.2	772,980

[1] Includes three endowed and incorporated academies, D.C.Y.S., D.M.R. and Corrections.

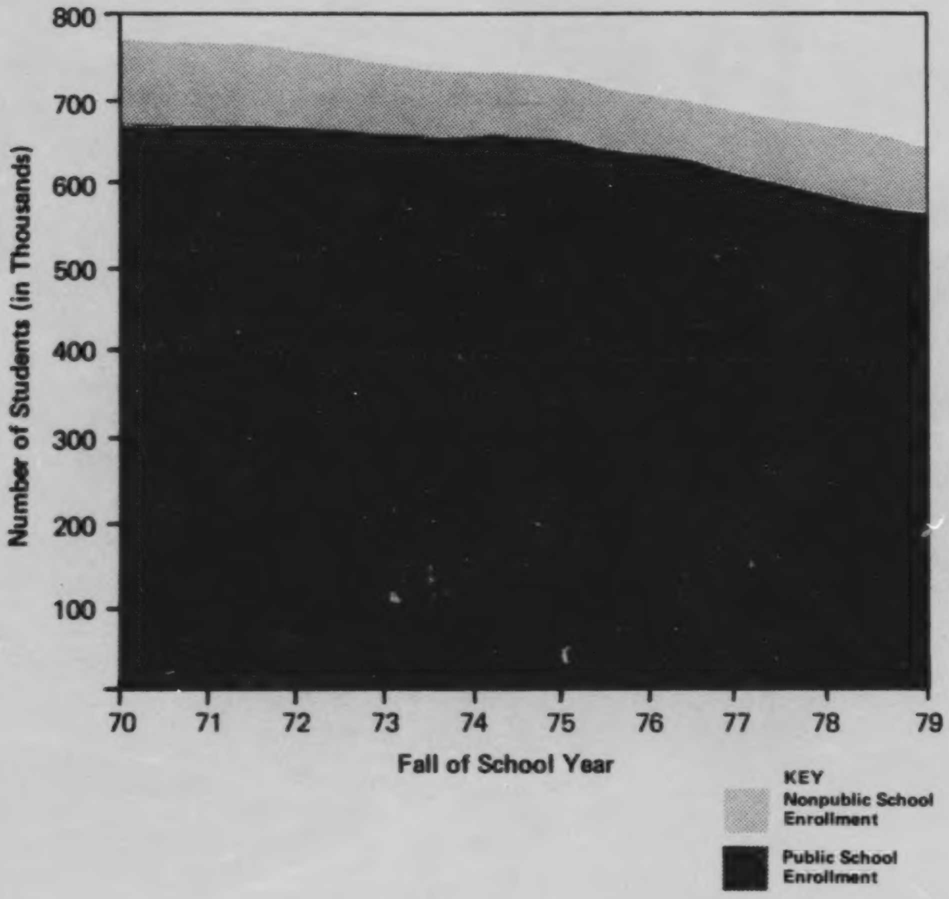
[2] Residents of Connecticut only. Prior to 1972, resident enrollment was estimated as 94.5% of total enrollment. Enrollments in 1973 and 1974 are estimates.

Sources: "Local Public School Enrollment and Enrollments in Other Educational Facilities," Connecticut State Department of Education.

"Nonpublic School Report," Connecticut State Department of Education, 1980.

FIGURE 2.01

ELEMENTARY AND SECONDARY SCHOOL FALL ENROLLMENT: PUBLIC AND NONPUBLIC (REVISED) 1970 TO 1979



Enrollment in both public and nonpublic schools has declined since 1970, but at different rates. The percentage of students in Connecticut's parochial and private schools dropped from 13.2% in 1970 to 11.2% in 1974 but rose to 12.3% in 1979. It was estimated that in 1979, 10.9% of students nationwide would be enrolled in nonpublic schools.

TABLE 2.02

PROJECTED FALL ENROLLMENT IN CONNECTICUT'S PUBLIC SCHOOLS

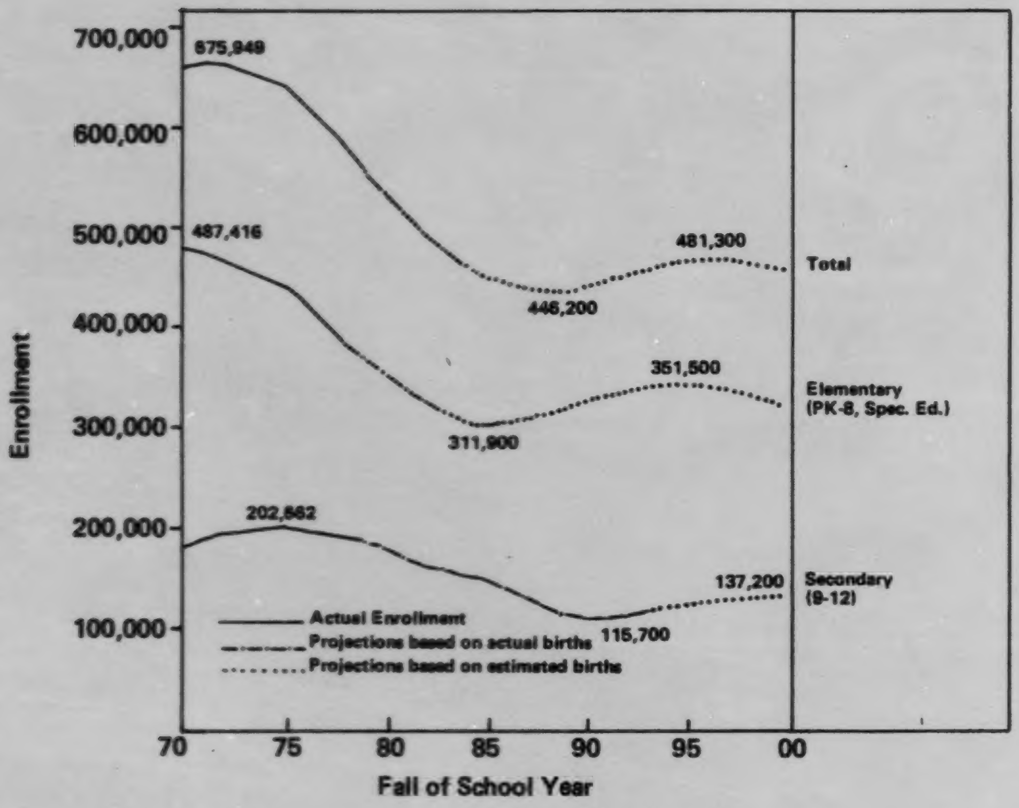
School Year	Elementary (PreK-8, Sp. Ed.)	Secondary (9-12, Post Grad)	Total	Pct. Change Prior Peak/Valley
		ACTUAL		
1970	487,416*	183,730	671,146	-
1971	483,836	192,113	675,949*	-
1972	476,604	197,775	674,379	- 0.2
1973	467,868	199,220	667,088	- 1.3
1974	459,779	201,010	660,789	- 2.2
1975	449,787	202,662*	652,449	- 3.5
1976	434,403	200,637	635,000	- 6.1
1977	416,172	200,597	616,389	- 8.8
1978	396,975	196,782	593,757	-12.2
1979	378,962	190,142	569,104	-15.8
		PROJECTED		
1980	362,684	184,578	547,262	-19.0
1981	348,561	176,741	525,302	-22.3
1982	337,280	168,121	505,401	-25.2
1983	326,559	162,310	488,869	-27.7
1984	317,196	158,827	476,023	-29.6
1985	311,908+	154,289	466,197	-31.0
1986	312,173	146,684	458,857	-32.1
1987	315,224	137,203	452,427	-33.1
1988	320,441	126,827	447,268	-33.8
1989	326,919	119,276	446,195+	-34.0
1990	333,800	116,325	450,125	+ 0.9
1991	339,750	115,681+	455,431	+ 2.1
1992	345,001	117,329	462,330	+ 3.6
1993	348,590	120,040	468,630	+ 5.0
1994	350,820	123,201	474,021	+ 6.2
1995	351,488*	126,509	477,997	+ 7.1
1996	350,817	129,450	480,067	+ 7.6
1997	348,755	132,508	481,263*	+ 7.9
1998	344,712	134,758	479,470	- 0.4
1999	339,570	136,391	475,961	- 1.1
2000	333,481	137,197*	470,678	- 2.2

*Peak
+Valley

Source: "Connecticut Public School Enrollment Projections 1980," Connecticut State Department of Education, 1980.

FIGURE 2.02

PROJECTED FALL ENROLLMENT IN CONNECTICUT'S PUBLIC SCHOOLS



In 1979 elementary enrollment had declined 108,454 students (22%) from its 1970 peak and is expected to decline by 67,054 more students by 1985. Between 1985 and 1995 this enrollment is projected to increase by around 40,000 students. In 1979 secondary enrollment had declined by 12,520 students and is expected to decline by 74,461 additional students by 1991. The 1990s are projected to be a period of modest growth of secondary enrollment.

TABLE 2.03

PRE-KINDERGARTEN FALL ENROLLMENT IN CONNECTICUT PUBLIC AND NONPUBLIC SCHOOLS, 1970 TO 1979

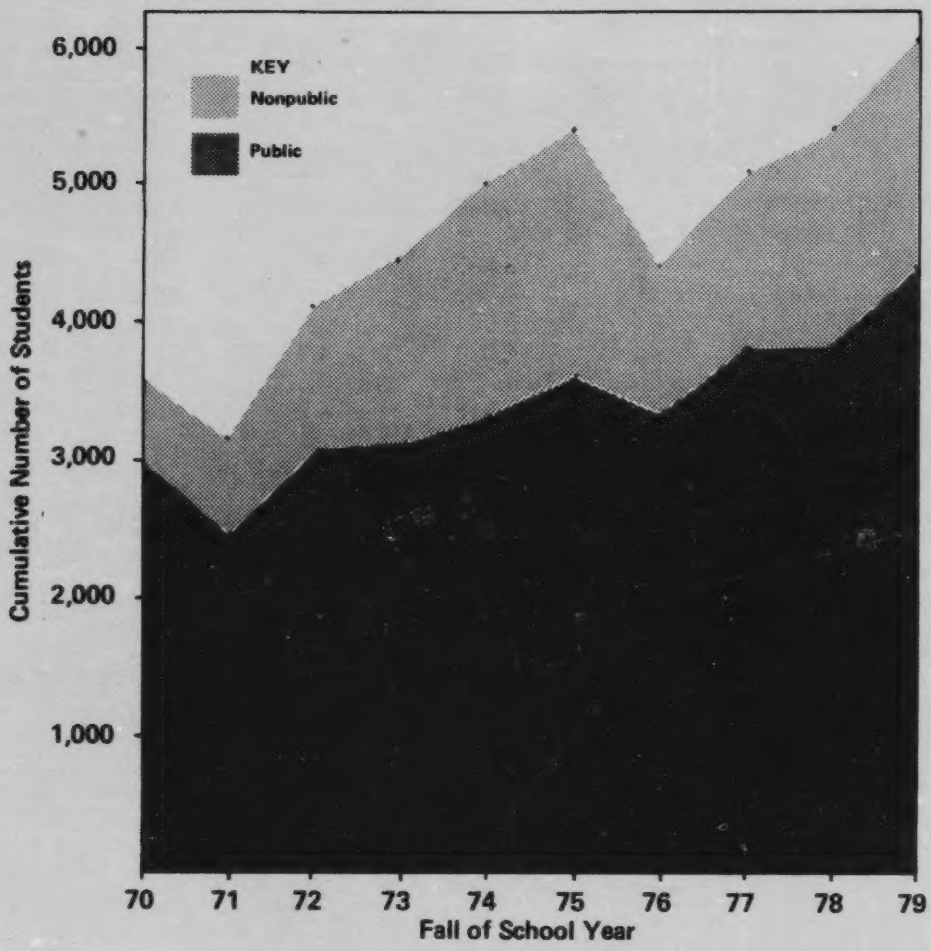
	Public		Nonpublic	Total
Year	Students	Districts	Students	Students
1979	4390	50	1617	6007
1978	3828	46	1581	5409
1977	3808	46	1272	5080
1976	3353	44	1042	4395
1975	3621	35	1769	5390
1974	3309	35	1725	5034
1973	3123	32	1347	4470
1972	3088	30	1043	4131
1971	2450	23	703	3153
1970	2916	21	648	3564

Sources: "Local Public School Enrollment and Enrollment in other Educational Facilities," Connecticut State Department of Education, 1970 thru 1979.

"Nonpublic School Report," Connecticut State Department of Education, August 1980.

FIGURE 2.03

PRE-KINDERGARTEN FALL ENROLLMENT IN CONNECTICUT PUBLIC AND NONPUBLIC SCHOOLS 1970 TO 1979



Enrollment in pre-kindergarten programs rose from 3,564 in 1970 to 6,007 in 1979, an increase of almost 70%. Nationally, preprimary school enrollment peaked in 1975 and was projected to decline through 1979.

TABLE 2.04

ENROLLMENT IN COMPENSATORY EDUCATION PROGRAMS
1965-66 TO 1978-79

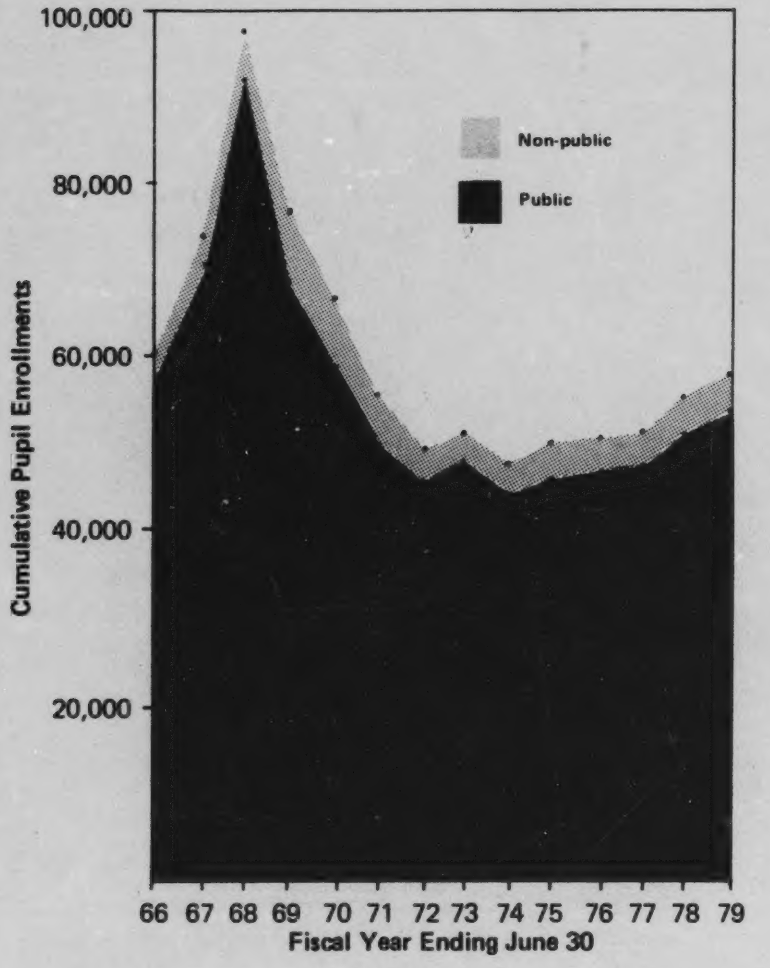
	Public		NonPublic		Total	
Fiscal Year	Program Enrl.	Percent of Total Local Enrl.	Program Enrl.	Percent of Nonpublic Enrl.	Program Enrl.	Percent of Students
78-79	54,938	9.5	4,257	5.0	59,195	8.9
77-78	51,563	8.5	3,893	4.5	55,456	8.0
76-77	47,608	7.6	3,774	4.3	51,382	7.2
75-76	47,261	7.4	3,865	4.4	51,126	7.0
74-75	46,341	7.1	4,583	5.2	50,924	6.9
73-74	44,415	6.8	3,951	4.4	48,366	6.5
72-73	48,108	7.2	4,084	4.3	52,192	6.9
71-72	46,361	7.0	4,329	4.3	50,690	6.6
70-71	50,775	7.7	5,318	4.9	56,093	7.3
69-70	59,633	9.1	8,276	7.4	67,909	8.9
68-69	69,119	10.9	8,042	6.6	77,161	10.2
67-68	92,198	15.0	6,571	5.4	98,769	13.4
66-67	71,084	11.9	4,406	3.5	75,490	10.5
65-66	58,018	10.1	2,788	2.3	60,806	8.7

Sources: "Connecticut Compensatory Education Programs," Annual Evaluation Report, 1975-76, 1974-75, 1973-74.

"Connecticut Compensatory Education Programs Fiscal Year 1978-79 Annual Program and Achievement Analysis," Connecticut State Department of Education, 1980.

FIGURE 2.04

ENROLLMENT IN COMPENSATORY EDUCATION PROGRAMS 1965-66 TO 1978-79



In 1978-79 there were 59,159 students enrolled in compensatory education programs. This was the fifth consecutive year of increased enrollment. These programs served 8.9% of the students in Connecticut, up from the 1973-74 low of 6.5%, but below the 1968-69 high of 13.4%.

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FIGURE 2.05

PRIMARY EXCEPTIONALITY OF SPECIAL EDUCATION STUDENTS 1977-78 TO 1979-80

Primary Exceptionality	Number of Students[1]			Pct. of Special Education Students		
	77-78	78-79	79-80	77-78	78-79	79-80
Vision Impairment	263	324	302	0.4	0.5	0.5
Hearing Impairment	849	841	883	1.4	1.3	1.3
Speech Impairment	14,169	14,577	14,534	23.2	22.6	21.7
Neurological Impairment	439	567	601	0.7	0.9	0.9
Orthopedic Impairment	525	600	547	0.9	0.9	0.8
Mentally Retarded	8,275	8,166	7,437	13.5	12.7	11.1
Learning Disabled	21,004	23,094	24,926	34.3	35.8	37.2
Social or Emotional Maladjustment	9,085	10,431	11,057	14.8	16.2	16.5
Other Health Impairment	282	389	355	0.5	0.6	0.5
Gifted and Talented[2]	3,898	3,885	5,135	6.4	6.0	7.6
Pregnant	274	194	177	0.4	0.3	0.2
Uncategorized	2,118	1,424	1,107	3.4	2.2	1.7
Total	**61,181**	**64,492**	**67,061**	**100.0**	**100.0**	**100.0**

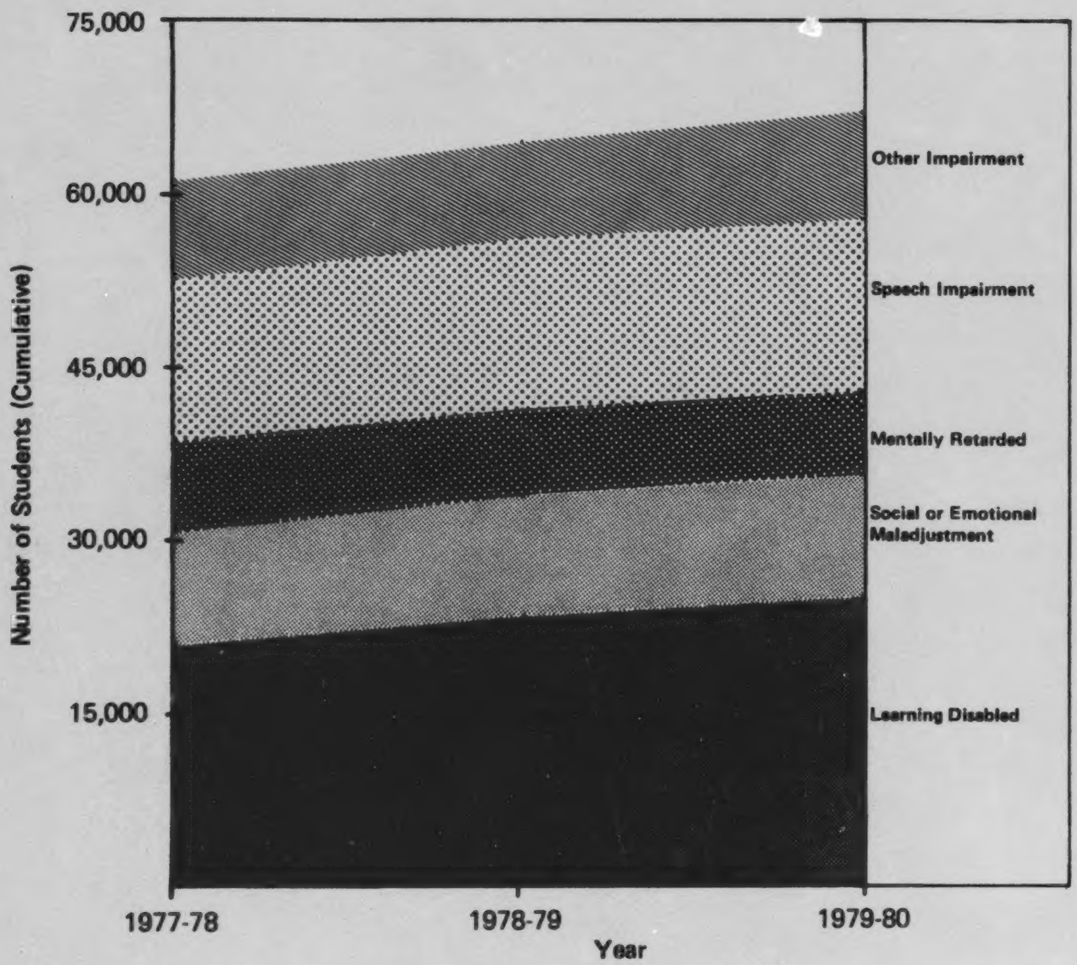
[1] Unduplicated count by primary exceptionality.

[2] Gifted and talented programs serve over 7,500 students. Approximately 2,500 were not reported on the SEMIS system.

Source: "The Special Education Student in Connecticut Public Schools, School Year 1979-80," Connecticut State Department of Education, June 1980.

TABLE 2.05

PRIMARY EXCEPTIONALITY OF SPECIAL EDUCATION STUDENTS 1977-78 TO 1979-80



The number of special education students rose to 67,061 in 1979-80. This was 5,880 greater than the number two years earlier. Most of this increase occurred among students categorized as learning disabled or socially/emotionally maladjusted.

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TABLE 2.06

PREVALENCE OF SPECIAL EDUCATION STUDENTS IN THE SCHOOL POPULATION, 1977-78 TO 1979-80

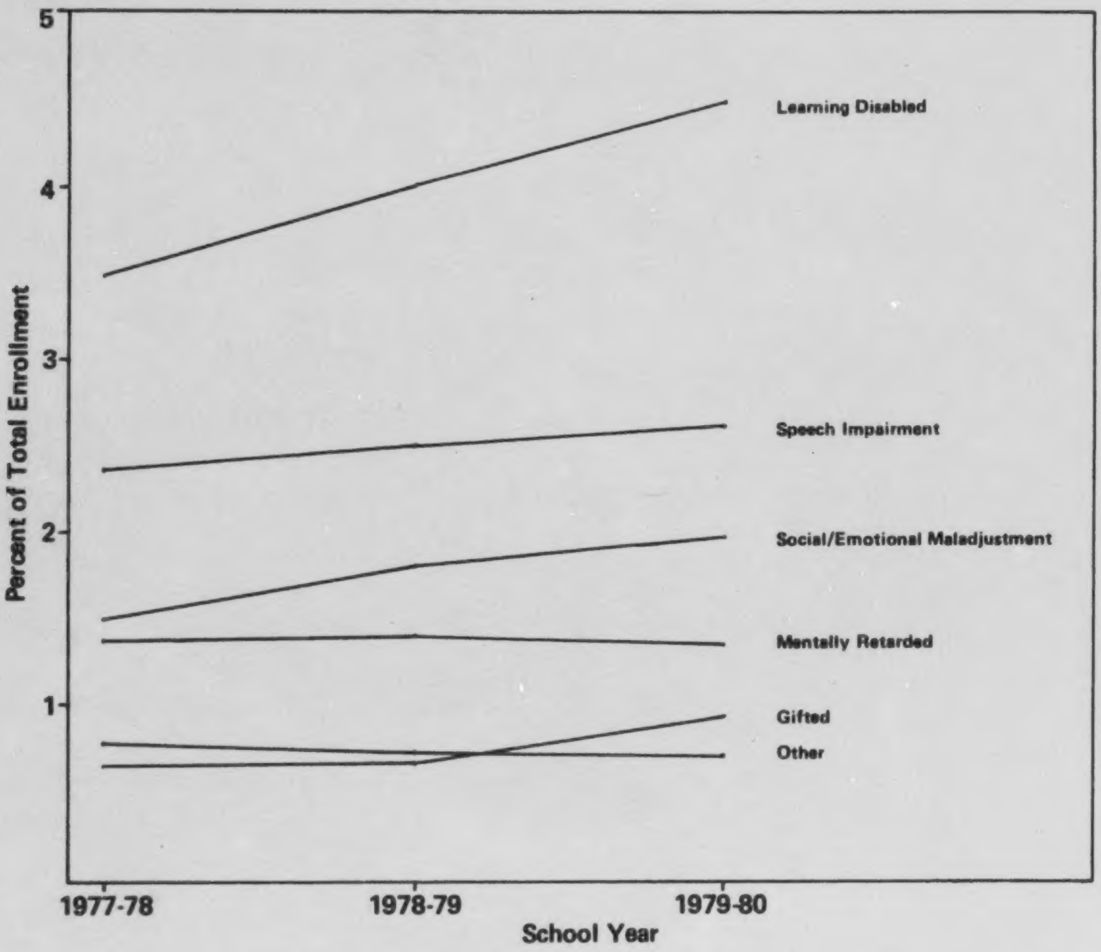
	Percent of all Students[1]		
Primary Exceptionality	**1977-78**	**1978-79**	**1979-80**
Vision Impairment	0.04	0.05	0.05
Hearing Impairment	0.14	0.14	0.16
Speech Impairment	2.35	2.50	2.61
Neurological Impairment	0.07	0.10	0.11
Orthopedic Impairment	0.09	0.10	0.10
Mentally Retarded	1.37	1.40	1.34
Learning Disabled	3.48	4.00	4.49
Social/Emotional Maladjustment	1.50	1.80	1.98
Other Health Impairment	0.05	0.07	0.06
Gifted and Talented	0.65	0.67	0.92
Pregnant	0.04	0.03	0.03
Uncategorized	0.35	0.24	0.20
Total	**10.13**	**11.10**	**12.05**

[1] Based upon local public school fall enrollment.

Source: "The Special Education Student in Connecticut Public Schools, School Year 1979-80," Connecticut State Department of Education, June 1980.

FIGURE 2.06

PREVALENCE OF SPECIAL EDUCATION STUDENTS IN THE SCHOOL POPULATION 1977-78 TO 1979-80



The percentage of students in local public schools receiving special education services increased from 10.1% in 1977 to 12.1% in 1979.

TABLE 2.07

NUMBER OF PROGRAMS FOR GIFTED STUDENTS 1967-68 TO 1979-80

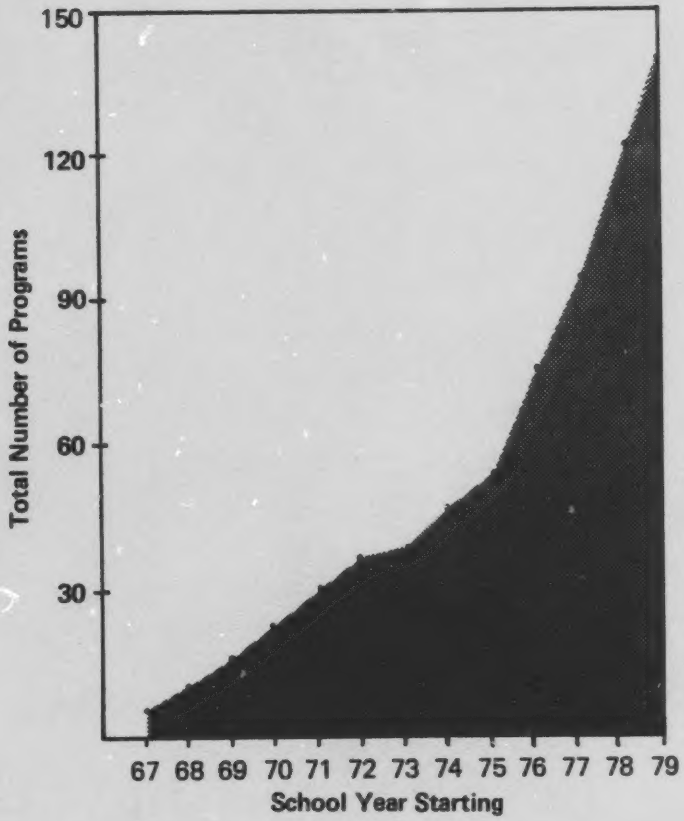
School Year	Increase in Number of Programs	Total Programs Available
1979 - 80	21*	143
1978 - 79	27	122
1977 - 78	21	95
1976 - 77	17	74
1975 - 76	8	57
1974 - 75	9	49
1973 - 74	3	40
1972 - 73	6	37
1971 - 72	6	31
1970 - 71	8	25
1969 - 70	5	17
1968 - 69	8	12
1967 - 68	4	4

* 23 new programs, 2 programs deleted.

Source: Unpublished data, Bureau of Pupil Personnel and Special Education Services, Connecticut State Department of Education, October 1980.

FIGURE 2.07

NUMBER OF PROGRAMS FOR GIFTED STUDENTS
1967-68 TO 1979-80



In 1979-80, there were 23 programs for gifted students added and two dropped. The total number of programs available has increased from four in the initial year of 1967-68 to 143 in 1979-80.

TABLE 2.08

ELIGIBILITY FOR BILINGUAL EDUCATION PROGRAMS, 1977 TO 1979

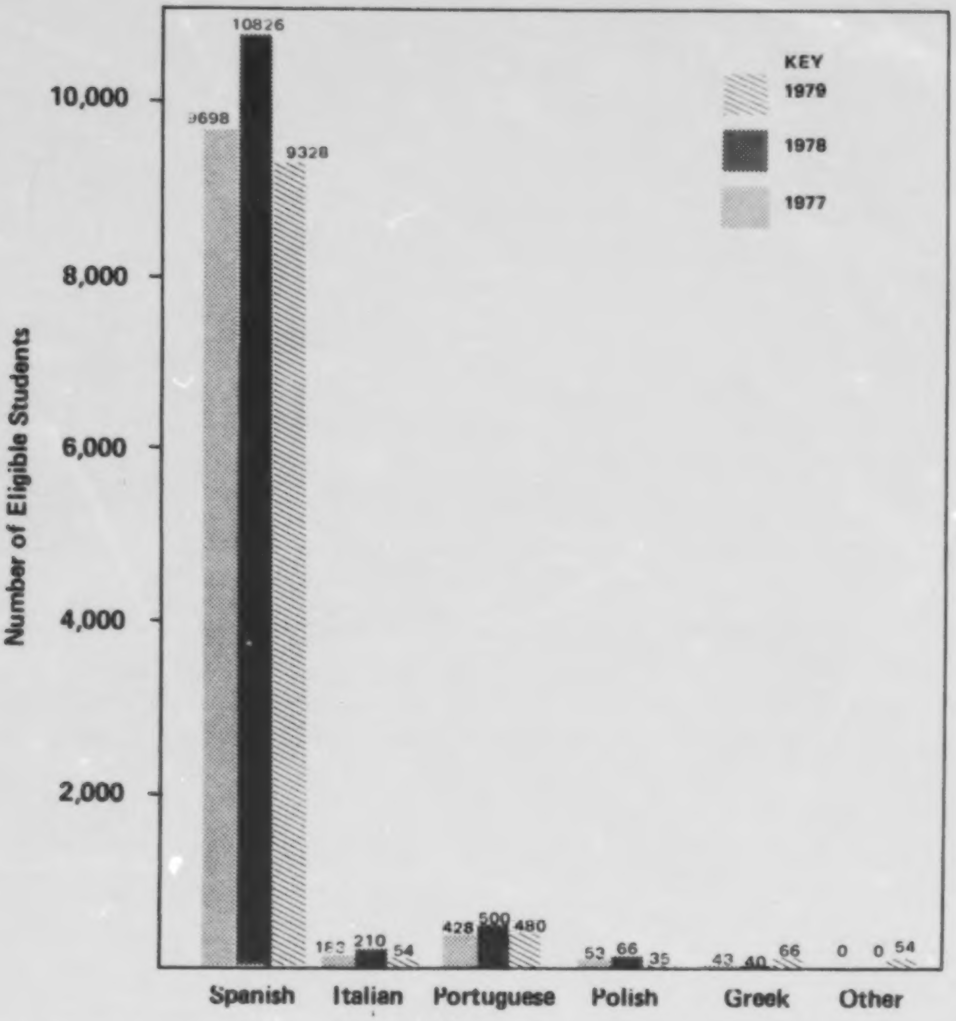
Language	Number of Students With Non-English Home Language			Number of Students Eligible for Bilingual Programs*		
	1977	1978	1979	1977	1978	1979
Spanish	22,403	24,077	25,708	9,698	10,826	9,328
Italian	4,318	4,380	3,791	183	210	54
Portuguese	2,999	2,571	2,947	428	500	480
French	2,066	2,330	1,898	0	0	0
Polish	1,233	898	730	53	66	35
Greek	1,230	1,166	980	43	40	66
German	621	551	542	0	0	0
Others	2,876	2,993	3,274	0	0	54
Total	**37,746**	**38,366**	**39,870**	**10,405**	**11,642**	**9,997**

*Bilingual programs serve students in schools with at least 20 pupils who speak a particular language and who have demonstrated limited English proficiency. Eligible students are served in the subsequent academic year.

Source: State Department of Education form ED228, "Assessment of Dominant Language and Limited English Proficiency," 1977-78, 1978-79, 1979-80.

FIGURE 2.08

ELIGIBILITY FOR BILINGUAL EDUCATION PROGRAMS 1977 TO 1979



In 1979 a sufficient number of students were found with limited English proficiency to establish new bilingual programs in Albanian and Laotian. However, the total number of students eligible to be served in the 1980-81 school year declined to under 10,000.

TABLE 2.09

VOCATIONAL-TECHNICAL SCHOOL FALL ENROLLMENT
1970 TO 1979

Year	Male	Female	Total[1]
1979	9,752	2,775	12,527
1978	9,789	2,722	12,511
1977	10,011	2,453	12,464
1976	9,699	2,154	11,823
1975	9,655	1,915	11,570
1974	9,361	1,676	11,037
1973	8,965	1,478	10,443
1972	8,230	1,388	9,618
1971	7,724	1,358	9,082
1970	7,637	1,304	8,941

[1] Includes secondary and long-term adult enrollments.

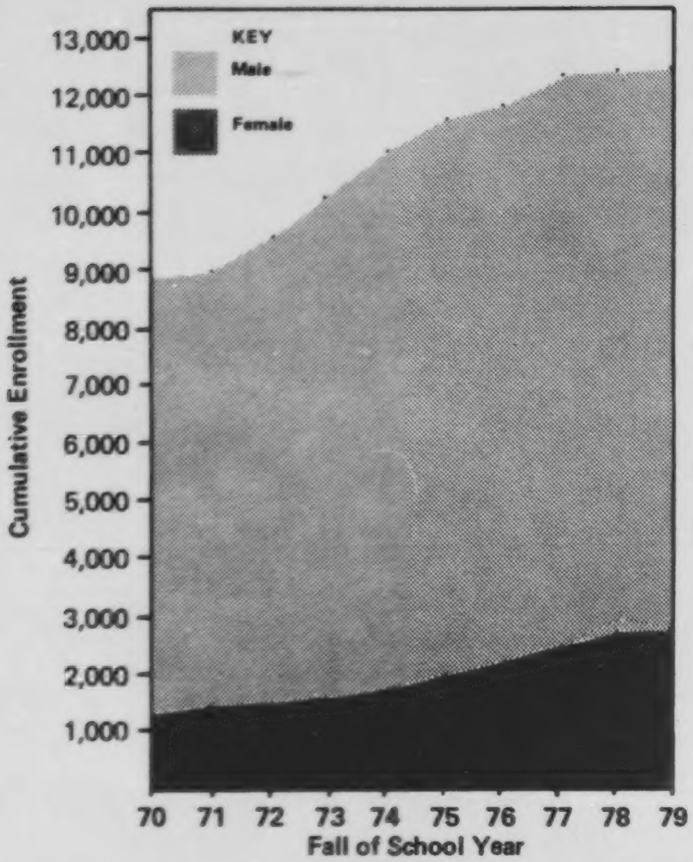
Sources: "Vocational-Technical Schools October 1, 1979, Enrollments by Trade, by Grade and by Sex," RR-VTS-3, Connecticut State Department of Education, November 1979.

"Vocational-Technical Schools October 1, 1978, Enrollments Three Year Comparison (1976,77,78) by School and Sex," RR-VTS-2, Connecticut State Department of Education, February 1979.

Department of Education form ED-078, "Vocational-Technical School Enrollments as of October 1."

FIGURE 2.09

VOCATIONAL-TECHNICAL SCHOOL FALL ENROLLMENT
1970 TO 1979



Although the rate of growth of enrollment in the vocational-technical schools has slowed since 1977, the 1979 count was 40% above the 1970 level. Females comprised 22% of the students in 1979 compared to 14.6% in 1970.

TABLE 2.10

VOCATIONAL-TECHNICAL SCHOOL APPLICANTS
1970 TO 1979

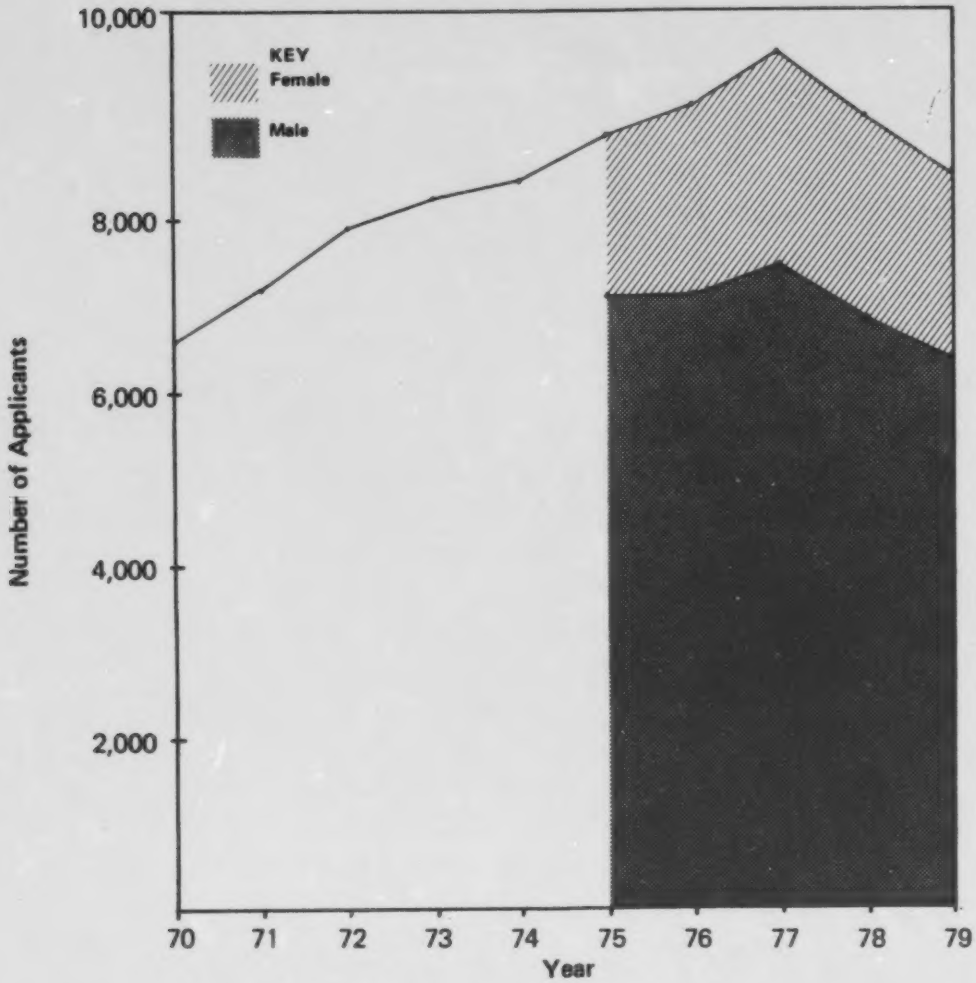
Year	Male		Female		Total	
	Number Applied	Percent Accepted	Number Applied	Percent Accepted	Number Applied	Percent Accepted
1979	6394	56.6	2100	54.8	8494	56.1
1978	6824	53.0	2369	53.4	9193	53.1
1977	7463	55.1	2476	49.4	9939	53.7
1976	7102	50.1	2208	49.5	9310	50.0
1975	7098	51.5	1895	45.0	8993	50.2
1974	NA		NA		8452	53.5
1973	NA		NA		8268	57.6
1972	NA		NA		7923	52.3
1971	NA		NA		7188	53.0
1970	NA		NA		6582	57.5

Note: Data include applicants for secondary and long-term adult programs, excluding practical nurse education.

Source: "Vocational-Technical School 1979 Applicant Survey (Fall '79)," RR-VTS-7, Connecticut State Department of Education, January 1980.

FIGURE 2.10

VOCATIONAL-TECHNICAL SCHOOL APPLICANTS
1970 TO 1979



Between 1970 and 1979 the number of applicants to the state's vocational-technical schools increased by 51% fron 6,582 to 9,939. In the last two years, however, the number of applicants declined by 15% to 8,454.

TABLE 2.11

MINORITY ENROLLMENT IN LOCAL PUBLIC SCHOOLS 1970 TO 1979

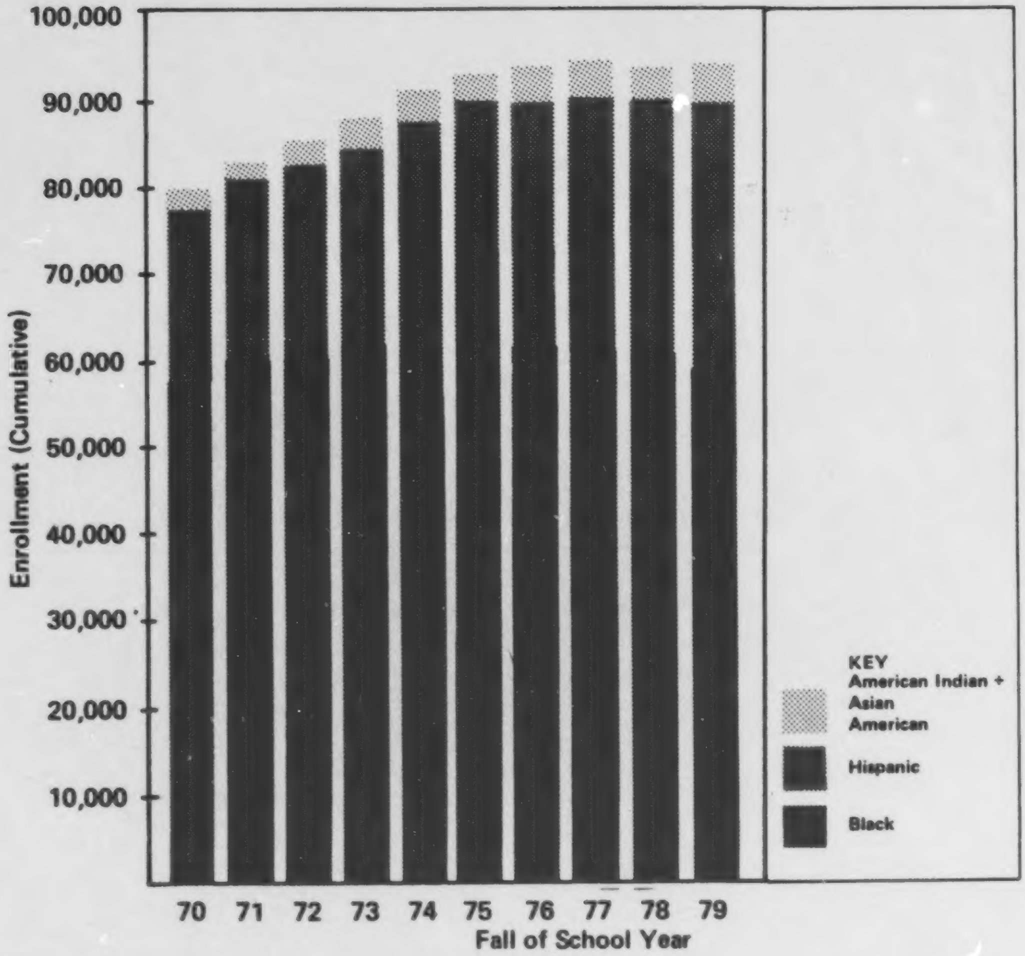
Fall of Year	Minority Enrollment	Pct. of State Enrollment	Black	Hispanic	Other Minority[1]
1979	94,834	17.3	59,040	30,816	4,978
1978	94,802	16.5	60,167	30,040	4,595
1977	95,221	16.0	61,436	29,524	4,261
1976	94,254	15.2	61,872	28,591	3,791
1975	93,907	14.8	62,188	28,397	3,322
1974	91,277	14.2	61,809	26,668	2,800
1973	88,416	13.6	61,428	24,428	2,560
1972	85,599	13.0	60,925	22,637	2,037
1971	83,232	12.6	60,046	21,318	1,868
1970	80,146	12.2	58,622	19,928	1,596

[1] Other minority includes American Indians and Asian Americans.

Source: "Minority Pupils and Staff in the Public Schools of Connecticut, October 1, 1979," Connecticut State Department of Education, February 1980.

FIGURE 2.11

MINORITY ENROLLMENT IN LOCAL PUBLIC SCHOOLS 1970 TO 1979



In 1979, minority enrollment was essentially unchanged over the prior year. Minorities now comprise 17.3% of the local public school population compared to 12.2% in 1970. Black enrollment declined for the fourth consecutive year while Hispanic and other minority enrollment increased every year during the 1970s.

TABLE 2.12

RACIAL/ETHNIC BACKGROUND OF CONNECTICUT COLLEGE-BOUND SENIORS 1974-75 TO 1979-80

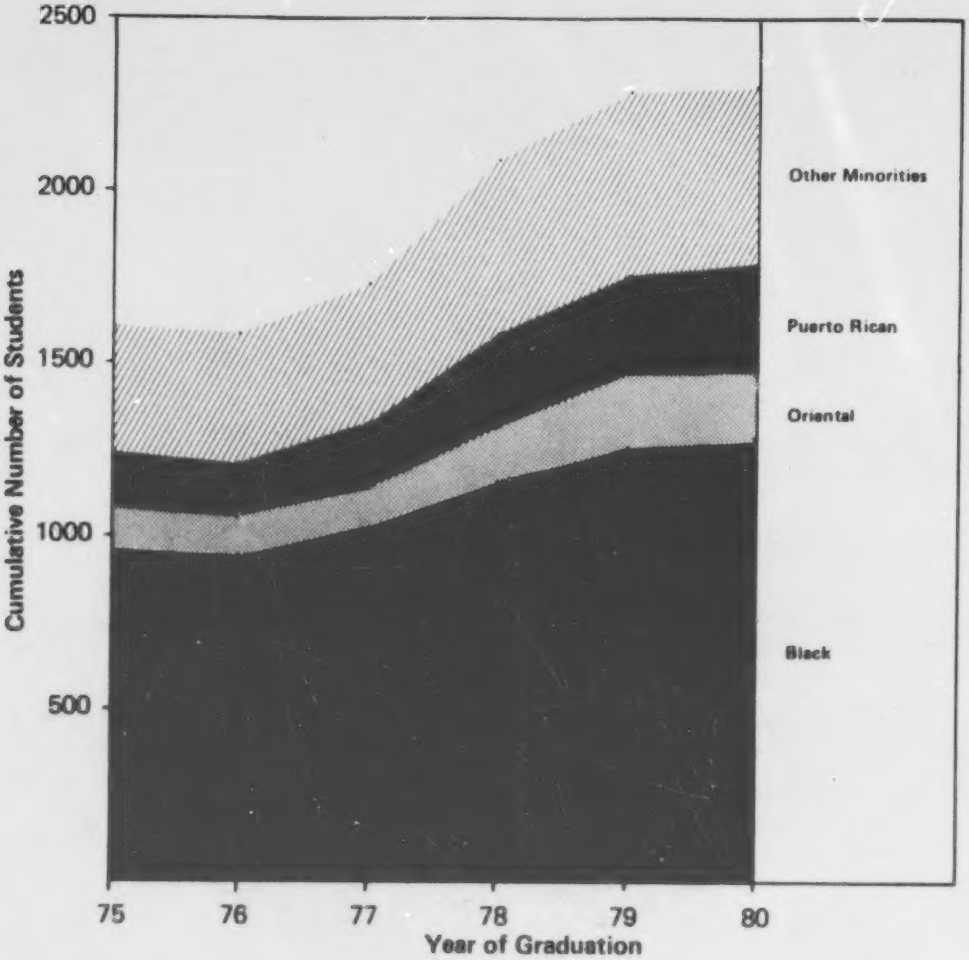
	School Year					
	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
American Indian	39	40	53	72	77	84
Black	958	946	1,014	1,159	1,256	1,267
Mexican-American	11	17	27	24	23	33
Oriental	118	101	112	150	209	193
Puerto Rican	159	154	198	263	286	322
Other	314	320	311	422	425	403
Total Minority	1,599	1,578	1,715	2,090	2,276	2,302
Percent of College Bound Seniors	6.7	7.1	7.5	8.1	8.4	8.8

Notes: (1) Response rate of approximately 83 percent of students with SAT scores.
(2) Includes public and private school students

Sources: "Connecticut Report on College Bound Seniors," College Entrance Examination Board, 1979, 1978, 1977, 1976, 1975.

FIGURE 2.12

RACIAL/ETHNIC BACKGROUND OF CONNECTICUT COLLEGE-BOUND SENIORS 1974-75 TO 1979-80



The number of college-bound seniors who are minorities has increased from 1,599 in 1974-75 to 2,302 in 1979-80. Minorities now comprise 8.8% of Connecticut's college-bound seniors, up from 6.7% in 1974-75.

TABLE 2.13

HIGH SCHOOL ACTIVITIES OF COLLEGE-BOUND SENIORS
1973-74, 1975-76, 1977-78 AND 1979-80

Activity	Sex	73-74	School Year 75-76	77-78	78-79
Athletics, including Intra-mural and Community	Males	71.9	75.4	77.4	77.1
	Females	52.8	55.6	56.5	59.3
Ethnic Organizations	Males	6.3	5.5	4.7	4.7
	Females	8.2	7.4	6.6	6.7
Journalism, Debating, Dramatics	Males	21.6	23.9	21.4	20.4
	Females	31.8	34.3	31.1	30.0
Art, Music or Dance[2]	Males	21.6	21.2	28.0	28.3
	Females	35.5	37.1	50.0	49.1
Departmental or Pre-professional Clubs	Males	8.1	8.3	6.5	7.0
	Females	18.2	15.8	12.3	11.4
Religious Organizations	Males	27.8	27.6	25.2	25.9
	Females	39.1	38.0	33.9	33.4
Social or Community Clubs	Males	35.9	37.7	32.6	32.5
	Females	50.9	51.0	47.1	46.2
Student Government	Males	20.7	19.3	16.8	16.6
	Females	27.3	25.9	25.4	25.5
No Response	Males	10.2	8.0	6.8	6.4
	Females	9.0	7.3	6.2	5.0

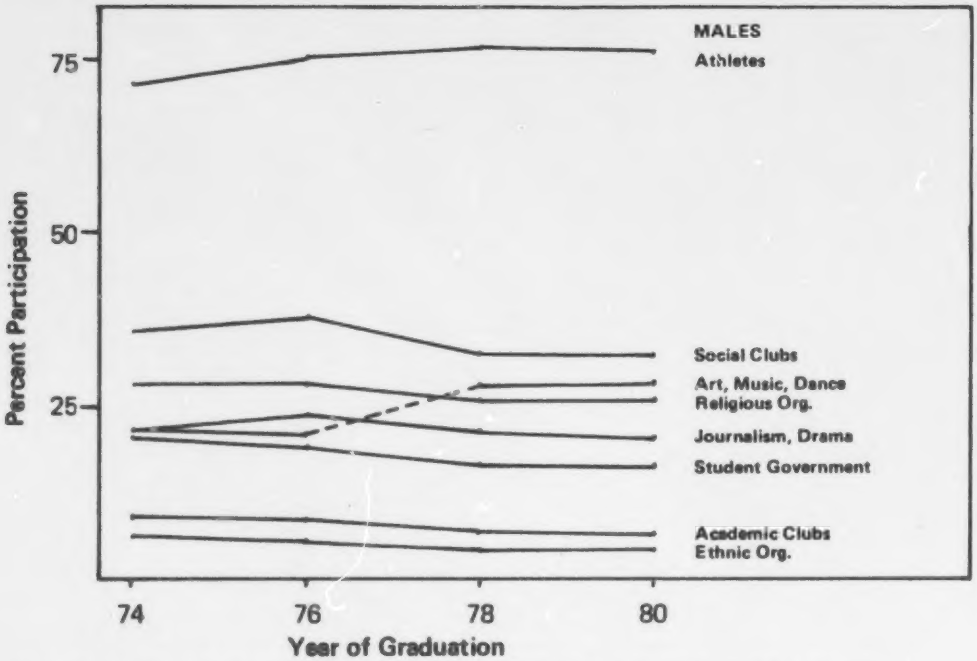
[1] Adjusted for non respondents.

[2] Prior to 1975-76 this category included only band, orchestra and chorus.

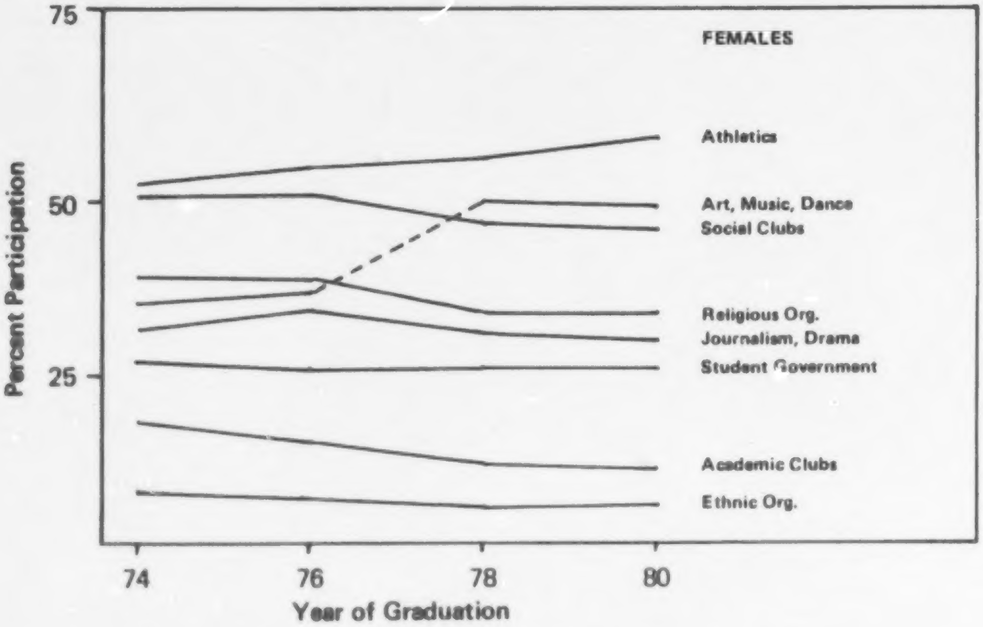
Sources: "Connecticut Report College Bound Seniors," College Entrance Examination Board, 1980, 1978, 1976, 1974.

FIGURE 2.13

HIGH SCHOOL ACTIVITIES OF COLLEGE-BOUND SENIORS 1973-74, 1975-76, 1977-78 AND 1979-80



Male participation in athletics has increased while participation in other areas has decreased.



Females have higher participation rates than males in all areas but athletics. However, athletics was the only area in which females showed increased participation.

TABLE 2.14

MEAN TOTAL NUMBER OF YEARS OF STUDY BY SUBJECT AREA, OF COLLEGE-BOUND SENIORS 1973-74, 1975-76, 1977-78 AND 1979-80

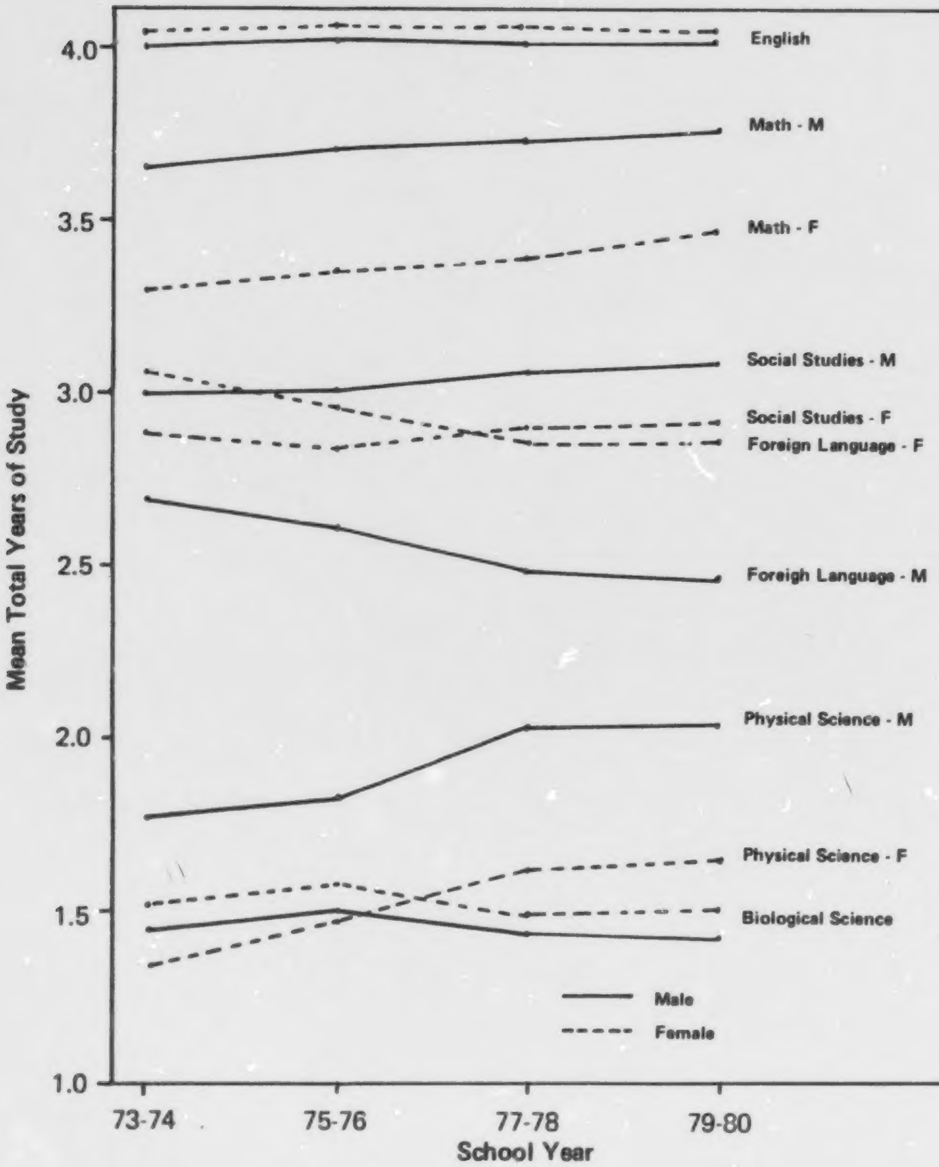
			School Year			
			73-74	75-76	77-78	79-80
English	Males	Ct.	4.01	4.01	4.02	4.01
		Nation	3.94	3.93	3.93	3.93
	Females	Ct.	4.03	4.04	4.07	4.06
		Nation	3.97	3.96	3.98	3.99
Mathematics	Males	Ct.	3.66	3.71	3.73	3.75
		Nation	3.53	3.57	3.60	3.65
	Females	Ct.	3.30	3.35	3.39	3.46
		Nation	3.13	3.17	3.22	3.32
Foreign Languages	Males	Ct.	2.69	2.61	2.48	2.46
		Nation	2.19	2.12	2.04	2.02
	Females	Ct.	3.06	2.96	2.85	2.85
		Nation	2.54	2.41	2.31	2.31
Biological Sciences	Males	Ct.	1.45	1.50	1.42	1.41
		Nation	1.40	1.46	1.38	1.39
	Females	Ct.	1.53	1.58	1.49	1.49
		Nation	1.41	1.48	1.40	1.41
Physical Sciences	Males	Ct.	1.77	1.82	2.04	2.03
		Nation	1.77	1.80	1.97	1.99
	Females	Ct.	1.35	1.47	1.61	1.64
		Nation	1.36	1.45	1.53	1.57
Social Studies	Males	Ct.	3.04	3.00	3.05	3.06
		Nation	3.25	3.18	3.25	3.23
	Females	Ct.	2.87	2.83	2.88	2.91
		Nation	3.19	3.12	3.18	3.17

Sources: "Connecticut College Bound Seniors," College Entrance Examination Board, 1973-74, 1975-76, 1978 and 1980.

"National Report, College Bound Seniors," College Entrance Examination Board, 1973-74, 1975-76, 1978 and 1980.

FIGURE 2.14

MEAN TOTAL NUMBER OF YEARS OF STUDY, BY SUBJECT AREA, OF COLLEGE-BOUND SENIORS 1973-74, 1975-76, 1977-78 AND 1979-80



In Connecticut and the nation, the study of math and the physical sciences has increased while that of foreign languages has decreased. Connecticut college-bound seniors took more years of all areas except history than did students nationwide.

TABLE 2.15

ENROLLMENT IN ADULT EDUCATION PROGRAMS
1978-79 AND 1979-80

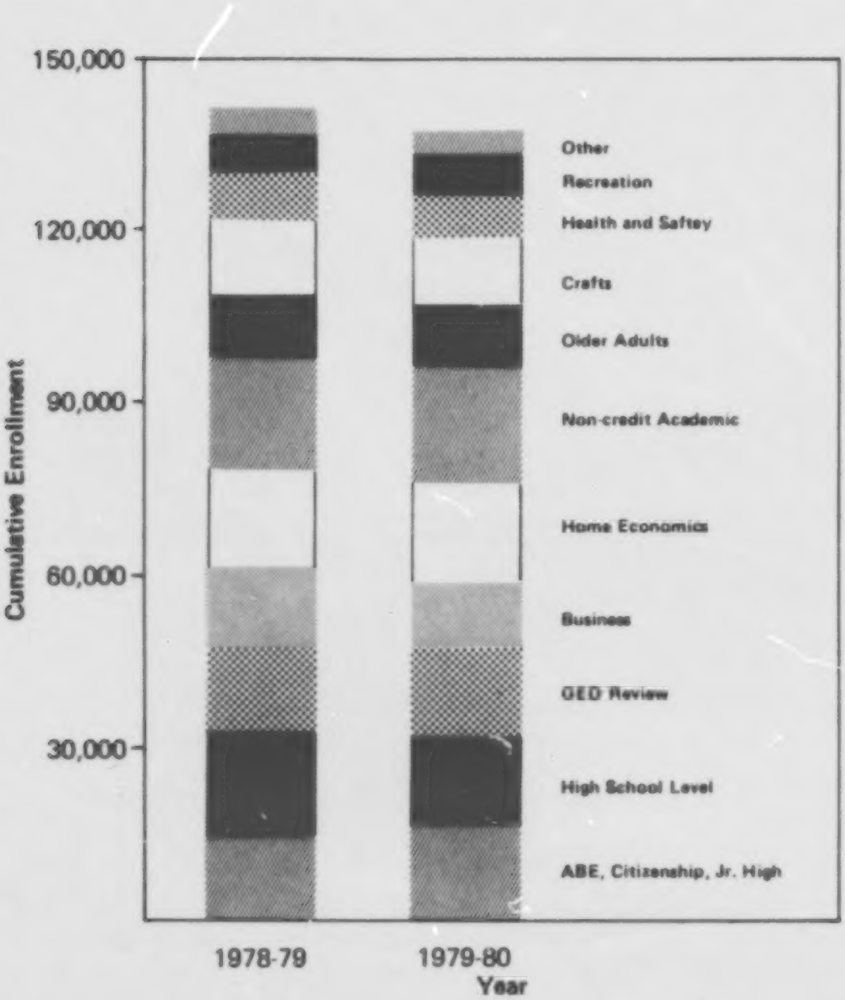
Type of Class	1978-79		1979-80	
	Enrollment	Classes	Enrollment	Classes
ABE, Citizenship, Jr. High Level Courses	14,866	758	16,316	796
High School Level Subjects	17,886	884	16,351	816
High School Review for GED Exam	14,565	520	12,051	469
Business and Commercial/Vocational-Technical	13,855	721	14,600	720
Home Economics Courses[1]	17,599	1096	17,493	1082
Non-credit Academic Courses[2]	19,411	1153	19,131	1157
Classes for Older Adults and Special Groups	10,177	538	10,960	602
Crafts and Non-Vocational-Technical	13,443	858	11,682	697
Health and Safety	7,778	302	7,133	311
Recreation and Sports Instruction	6,191	251	7,043	354
Other Courses[3]	4,952	268	4,254	235
Total	140,723	7349	137,014	7239

1. Includes classes in clothing, food, home purchasing and furnishing, and home management.
2. Includes classes in communication skills, literature and philosophy, science, mathematics, social sciences, foreign languages, music and art.
3. Includes classes in parent education, investments, income tax and law, and other courses not categorized.

Source: Unpublished data, Public School Adult Education Classes, CSDE form ED 242, June 1979, June 1980

FIGURE 2.15

ENROLLMENT IN ADULT EDUCATION PROGRAMS 1978-79 AND 1979-80



Enrollment in adult education classes offered in the public schools declined from 140,723 in 1978-79 to 137,014 in 1979-80.

TABLE 2.16

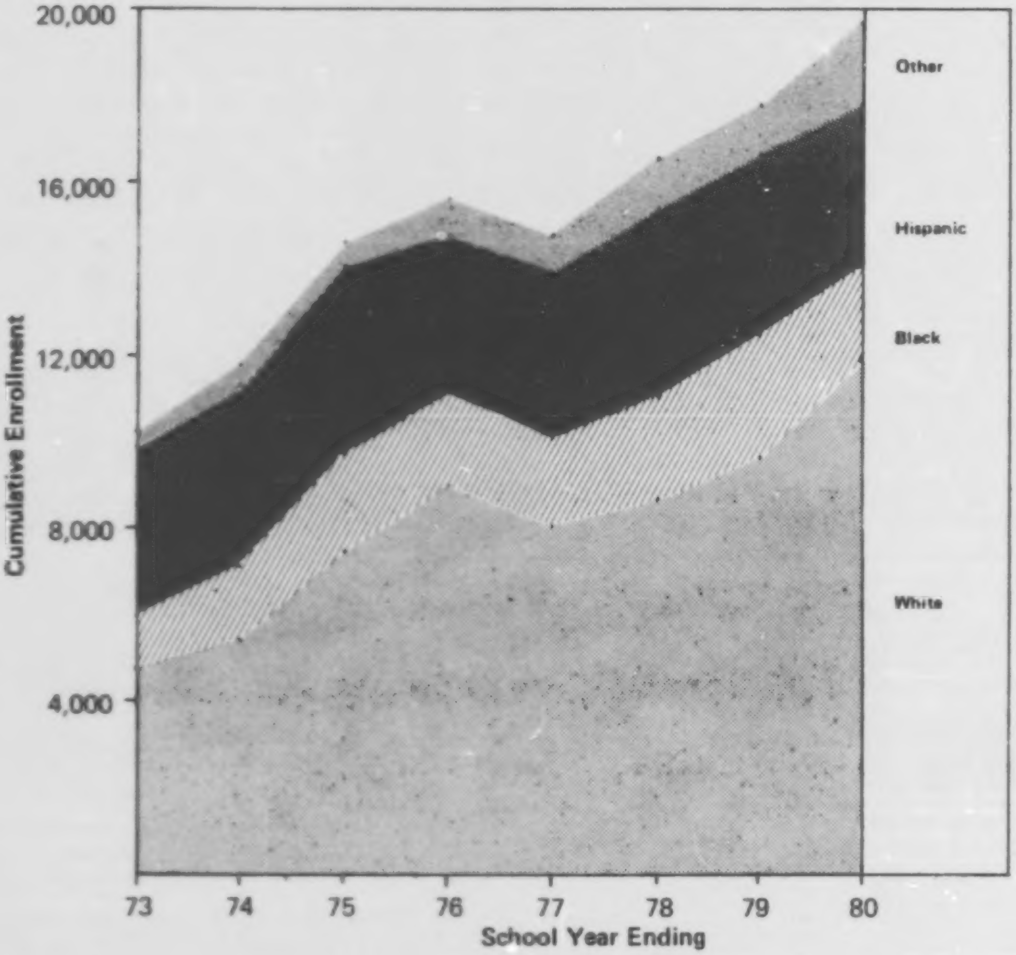
ENROLLMENT IN ADULT BASIC EDUCATION
1972-73 TO 1979-80

Year	Enrollment by Race White	Black	Hispanic	Other	Total
1979-80	11,806	2,240	3,650	1,908	19,604
1978-79	9,564	2,892	4,121	1,182	17,759
1977-78	8,616	2,360	4,365	1,129	16,470
1976-77	8,048	2,026	3,833	851	14,758
1975-76	8,894	2,074	3,795	892	15,655
1974-75	7,457	2,194	4,378	536	14,565
1973-74	5,366	1,589	4,357	378	11,690
1972-73	4,592	1,323	3,846	342	10,103

Source: Department of Health, Education and Welfare, OE form 3058, "Adult Basic Education Annual Program Report."

FIGURE 2.16

ENROLLMENT IN ADULT BASIC EDUCATION
1972-73 TO 1979-80



Between 1972-73 and 1979-80, enrollment in adult basic education programs almost doubled from 10,103 to 19,604.

TABLE 2.17

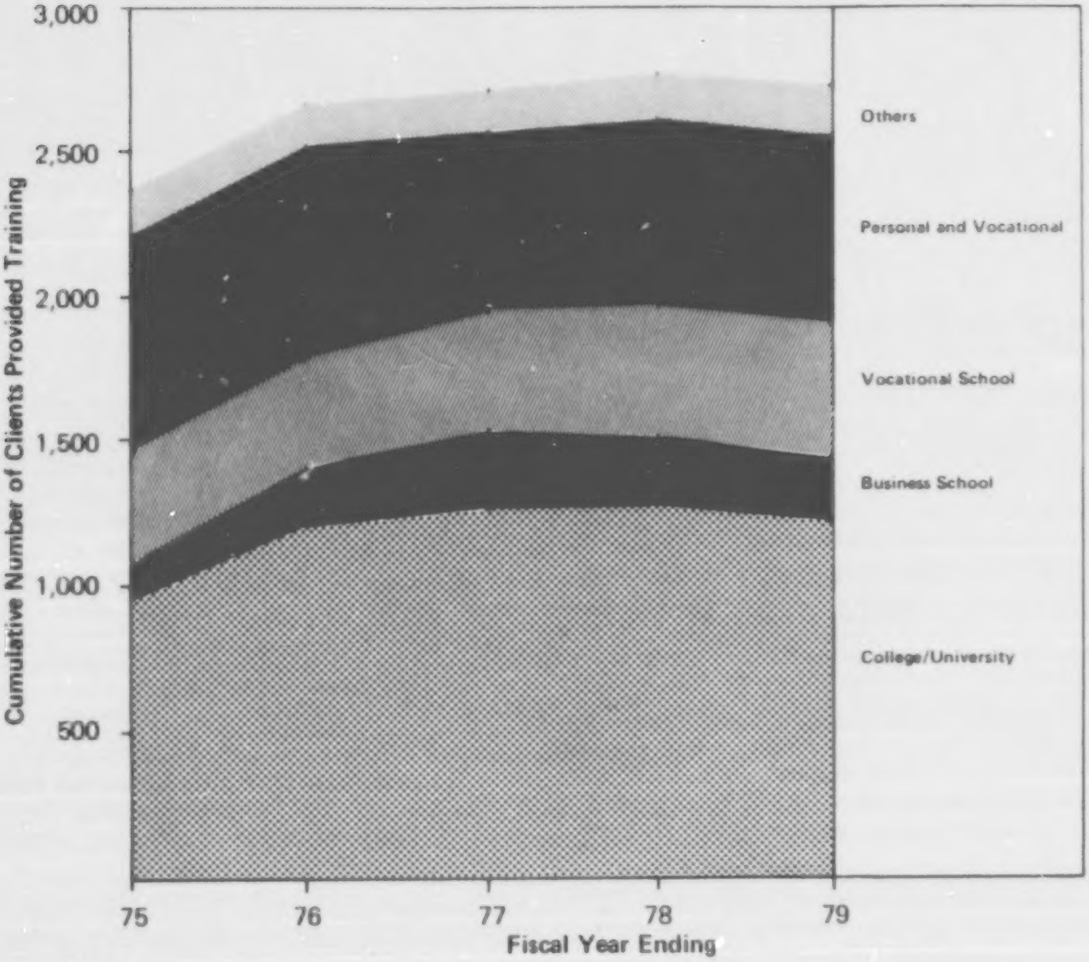
NUMBER OF CLIENTS PROVIDED VOCATIONAL-REHABILITATION TRAINING 1975 TO 1979

	Fiscal Year Ending				
Training	**1975**	**1976**	**1977**	**1978**	**1979**
College/University	985	1,221	1,263	1,286	1,258
Elementary-High School	14	28	10	32	25
Business School/College	210	204	277	230	183
Vocational School	294	376	422	461	416
On-the-Job	74	82	61	70	42
Personal and Vocational	761	724	623	655	701
Miscellaneous	34	39	81	64	79
Total	**2,372**	**2,674**	**2,737**	**2,798**	**2,704**

Source: Unpublished data, federal report RSA-2, Division of Vocational Rehabilitation, Connecticut State Department of Education.

FIGURE 2.17

NUMBER OF CLIENTS PROVIDED VOCATIONAL REHABILITATION TRAINING 1975 TO 1979



Since 1975 the number of clients provided vocational-rehabilitation training has increased by 14% from 2,372 to 2,700 clients. Significant increases have been noted in the number of clients served in vocational schools and colleges or universities.

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III. STUDENT ACHIEVEMENT AND OUTCOME

Evaluation of student achievement in Connecticut yielded mixed results. On the one hand, subject area assessments at grades 4, 8 and 11 revealed performance levels generally above those of the nation and northeast: the statewide proficiency tests showed that a high proportion of ninth graders are above the state standards, students in compensatory education programs continued to show achievement gains, Scholastic Aptitude Test (SAT) results indicated that our college-bound seniors are performing at or above the national average, a greater percentage of high school graduates were pursuing educational activities, unemployment among high school graduates was at its lowest in ten years, and the number of residents who earned a high school equivalency diploma was up. On the other hand, however, student performance on the mathematics and science assessments was generally inferior to that three and five years ago. Twenty-two per cent of the ninth graders were deficient in basic mathematics skills, SAT scores continued to decline or remained essentially unchanged and an estimated one out of five ninth graders drop out of school before graduation.

Student achievement in the subject areas is assessed periodically by testing a random sample of fourth, eighth and eleventh graders. These Connecticut Assessments of Educational Progress (CAEP) have been patterned after the National Assessment Program (NAEP), permitting comparisons of the performance of Connecticut students with that of other students in the nation and in the northeast (see Table 3.01). Since 1971 the areas of reading, mathematics, science, citizenship/social studies, and career education have been assessed. With few exceptions Connecticut students have performed above the national average at all three grades. However, the degree of superiority in the achievement of Connecticut students tends to decline from fourth grade to eleventh grade. This is especially evident when Connecticut students are compared to those in the northeast. While the average score of Connecticut fourth grade students was higher than the average of students in the northeast in all but the 1977-78 citizenship/social studies and 1979-80 science assessments, the average score of Connecticut eighth grade students was below that of students in the northeast on the 1979-80 science and mathematics assessments and the citizenship/social studies assessment. By the eleventh grade, Connecticut students' performance was superior to northeast students only on the 1979-80 math assessment and the 1977-78 career education assessment.

Results from the 1979-80 assessments in mathematics and science can be compared to those from earlier assessments through an analysis of performance on common items. Student performance was mixed when comparing the recent mathematics assessment to the 1976-77 assessment (see Table 3.02). Fourth grade students performed better than or equal to students on the earlier assessment in all areas except tables and graphs. However, in eighth and eleventh grades performance was superior only in the areas of computation and geometry. In the areas of concepts, measurement, tables/graphs and applications/problem solving performance declined between the 1976-77 and 1979-80 assessments. In science, student performance in 1979-80 was inferior to that in 1974-75 in all areas and at all three grades (see Table 3.03). Perhaps of greater significance is the fact that science was the only assessment where eleventh graders fell below the national average in both years.

In March 1980 Connecticut's first statewide proficiency examination was administered to ninth grade students as one provision of the Education Evaluation and Remedial Assistance (EERA) Law, C.G.S. 10-14m-r. For each test, a committee of subject matter specialists determined a statewide level of expected performance (SLOEP). The percentage of students surpassing the SLOEPs were as follows: Language Arts, 92%; Writing, 89%; Reading, 93%; and Mathematics, 78% (see Table 3.04). Students failing below the standard were to have been diagnosed and, if appropriate, provided remedial assistance.

In three separate years, 1975-76, 1977-78 and 1978-79, student performance in compensatory reading and mathematics programs has been measured by comparing student pretest and posttest results to national standards (see Table 3.05). In both the reading and mathematics programs students showed increases in achievement. However, in reading the greatest gains occurred in grades 2 and 3, while in mathematics they occurred after grade three.

College-bound seniors are defined as those seniors in Connecticut schools – both public and private – who have taken the Scholastic Aptitude Test (SAT). For the past ten years Connecticut students have performed at the national average in mathematics and above the average on the verbal section (see Table 3.06). Both in Connecticut and the nation the scores have been declining. In Connecticut verbal scores fell from 463 to 431 between 1970-71 and 1979-80. In the same period the mathematics average fell from 490 to 466. This pattern of superior performance compared to the nation coupled with declining scores was also observed on the reading comprehension and vocabulary portions of the verbal test and on the Test of Standard Written English (see Table 3.07).

Between 1973-74 and 1979-80 Connecticut's college-bound seniors have changed their educational goals (see Table 3.08). The proportion who are undecided has dropped from 28% to 22.7%. Increases have been noted in those planning to get a BA or BS degree (from 28% to 32.6%) and the percent planning to get a MA or MS degree (from 20% to 24%). The percentage aiming for the MD, Ph.D. or other professional degrees has dropped from 15% to 12.8%. The aspirations of male and female students are now closer than in the past. For example, in 1973-74 20 percent of the males and 11 percent of the females intended to pursue professional degrees. In 1979-80 primarily due to a drop in the professional aspirations of males, this difference had narrowed to 13.7% for males and 12.0% for females.

The percentage of June 1979 high school graduates pursuing educational activities in October 1979 reached its highest level since 1972 (see Table 3.09). In the local public schools 61.2% of the 39,770 graduates chose to further their education. Also notable was the gradual but steady increase in the percentage of the state's nonpublic schools, including residents and non-residents of Connecticut, 87.1% pursued educational activities including 74.2% who were attending 4-year colleges (see Table 3.10).

A significant number of graduates chose to enter the work force or pursue other non-educational activities after high school (see Table 3.11). June 1979 graduates apparently were successful in their endeavors. Only 9.0% of the local public high school graduates who did not continue their education were reported as unemployed, the lowest level in the past ten years. Enlistments in the armed forces continued at about 10%, while 75.1% were employed. The percentage of nonpublic high school graduates not continuing their education who were unemployed was 8.8%, or a total of 73 students (see Table 3.12).

The June 1979 graduates of the secondary programs of the state's vocational-technical schools were also very successful (see Table 3.13). Eighteen percent continued their schooling, the highest level since 1979. The reported unemployment rate of 3.5% was the lowest in the past ten years. In February 1980, fully 72.9% of these graduates were employed in an occupation in which they were trained.

Many students in Connecticut's local public schools have limited opportunities to pursue further studies or to obtain a suitable job because they have dropped out of high school (see Table 3.14). One measure of the drop-out rate is to compare the number of graduates to the number of ninth graders four years earlier. Although this statistic includes emigration, transfers to and from the vocational-technical schools or nonpublic schools after ninth grade, and deaths, its primary component is dropouts. Between 1970 and 1979 the general trend of this index was downward. Now it is estimated that only 76.1% of the ninth graders in the local public schools in the Fall of 1975 were graduated in June of 1979. Accounting for all factors, it is likely that one in five students in Connecticut's local public schools fail to graduate.

Fortunately there are opportunities for Connecticut residents to upgrade their education and receive a high school equivalency diploma through adult basic education and other programs (see Table 3.15). Since 1972-73 over 10,000 people in adult basic education programs have passed the General Educational Development (GED) test leading to a state high school diploma. Almost 2,000 people have upgraded their skills sufficiently to be removed from the public assistance rolls, over 8,000 have upgraded or obtained employment, and almost 6,600 have either registered to vote, received citizenship or received a driver's license.

In 1979, 4,310 Connecticut residents passed the High School Equivalency Test, qualifying them for a state high school diploma (see Table 3.15). This count, while almost the same level as 1978, represents a 64% increase over the 2,634 residents passing the exam in 1971. However, the 159 people taking the Spanish language version of the test represented the smallest number since this version of the test was first offered in 1972.

TABLE 3.01

CONNECTICUT ASSESSMENT OF EDUCATIONAL PROGRESS: NATIONAL AND NORTHEAST COMPARISONS

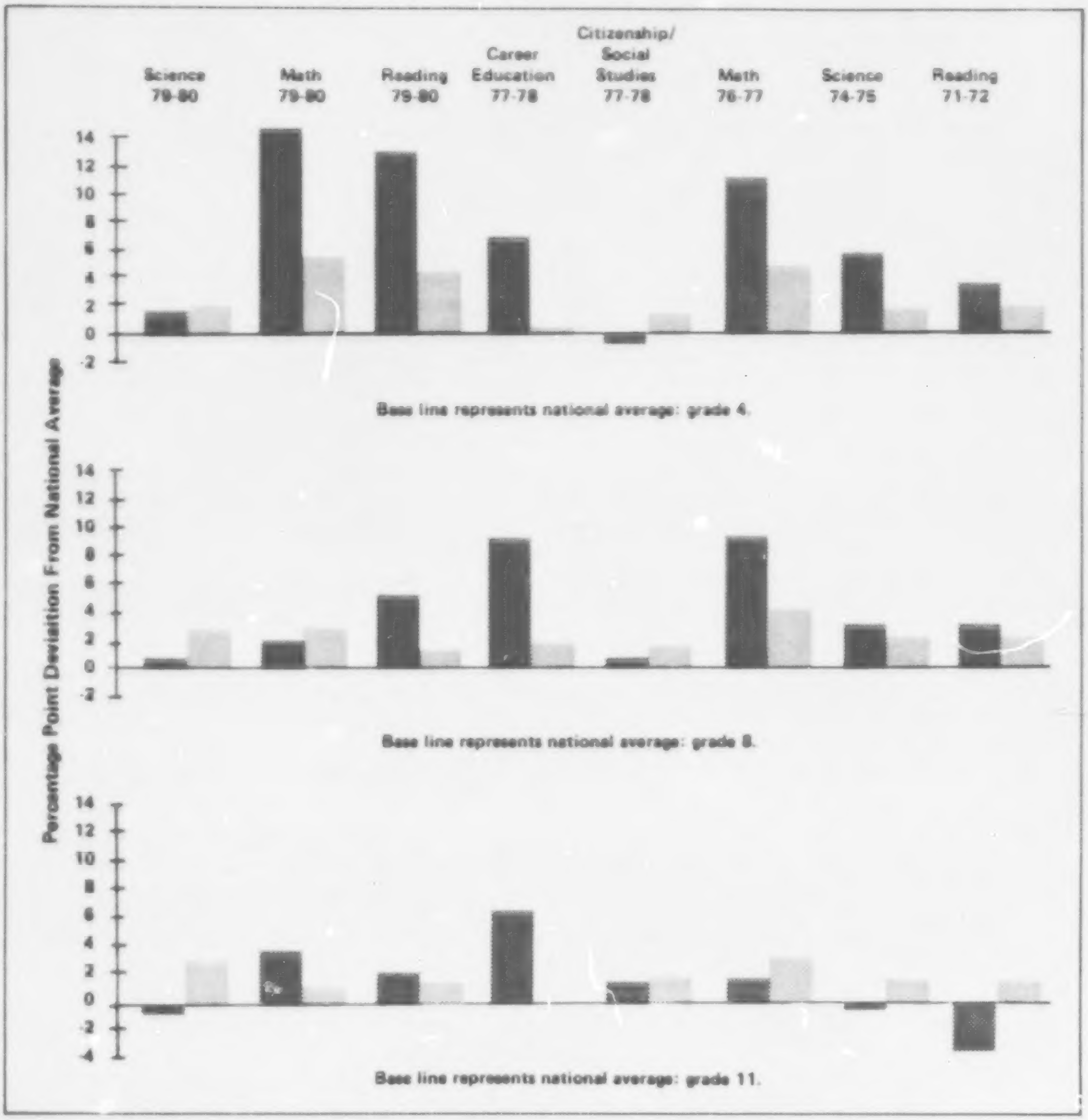
						Ave. Pct. Correct[1]		
Assessment	Year	Age/Grade	NAEP	CAEP	Number of Students	CT	North-East[2]	Nation
Science	79-80	9/4	45	45	2,513	61.3	61.4	59.5
		13/8	65	65	2,612	62.2	64.3	61.9
		17/11	75	75	2,301	55.2	59.3	56.8
Mathematics	79-80	9/4	11	60	2,505	72.0	62.0	57.0
		13/8	17	70	2,575	65.0	66.0	63.0
		17/11	13	69	2,440	72.0	70.0	69.0
Reading	78-79	9/4	4	35	2,776	70.5	61.5	57.5
		13/8	6	35	2,598	66.3	62.8	61.0
		17/11	6	30	2,413	71.7	71.7	69.8
Career Ed.	77-78	9/4	8	39	2,362	79.5	72.8	72.7
		13/8	13	54	2,517	82.8	75.6	73.6
		17/11	14	58	2,255	85.9	79.5	79.5
Citizenship/ Social Studies	77-78	9/4	12	39	2,371	74.6	77.3	75.6
		13/8	19	66	2,576	65.1	65.8	64.6
		17/11	23	66	2,300	67.0	67.6	65.9
Mathematics	76-77	9/4	14	60	2,437	64.2	57.9	52.6
		13/8	20	66	2,745	73.9	69.4	64.7
		17/11	23	64	2,362	75.6	77.5	73.9
Science	74-75	9/3-5	43	43	1,730	67.8	64.0	62.1
		13/7-9	64	64	1,796	59.9	59.3	56.7
		17/10-12	73	73	1,612	55.5	57.5	55.7
Reading	71-72	9/3-5	22	22	2,706	69.2	68.0	65.8
		13/7-9	32	32	2,707	73.3	72.8	70.2
		17/11-12	31	36	2,338	75.4	80.6	79.0

1. Based upon number of NAEP items.
2. The Northeast includes the New England States, Middle Atlantic States and the District of Columbia.

Sources: "Connecticut Assessment of Educational Progress 1979-80 Mathematics, Summary and Interpretations."
"Connecticut Assessment of Educational Progress, Science 1979-80," Technical Report.
"Connecticut Assessment of Educational Progress, Reading 1978-79," Technical Report.
"Connecticut Assessment of Educational Progress, 1977-78 Citizenship/Social Studies," Technical Report.
"Connecticut Assessment of Educational Progress, 1977-78, Career Education," Technical Report.
"Connecticut Assessment of Educational Progress, 1976-77," Technical Report.
"Connecticut Science Assessment, 1974-75," Results Report.
"Connecticut Reading Assessment, 1971-1972."

FIGURE 3.01

CONNECTICUT ASSESSMENT OF EDUCATIONAL PROGRESS NATIONAL AND NORTHEAST COMPARISONS



Base line represents national average: grade 4.

Base line represents national average: grade 8.

Base line represents national average: grade 11.

In all subject areas except citizenship/social studies and science in 1979-80 Connecticut fourth graders out-scored students in the nation and Northeast. Connecticut eighth graders also were above the national average. However, Connecticut eleventh graders were below the national average in science and the 1971-72 reading assessment.

KEY

▇ Connecticut

░ Northeast

TABLE 3.02

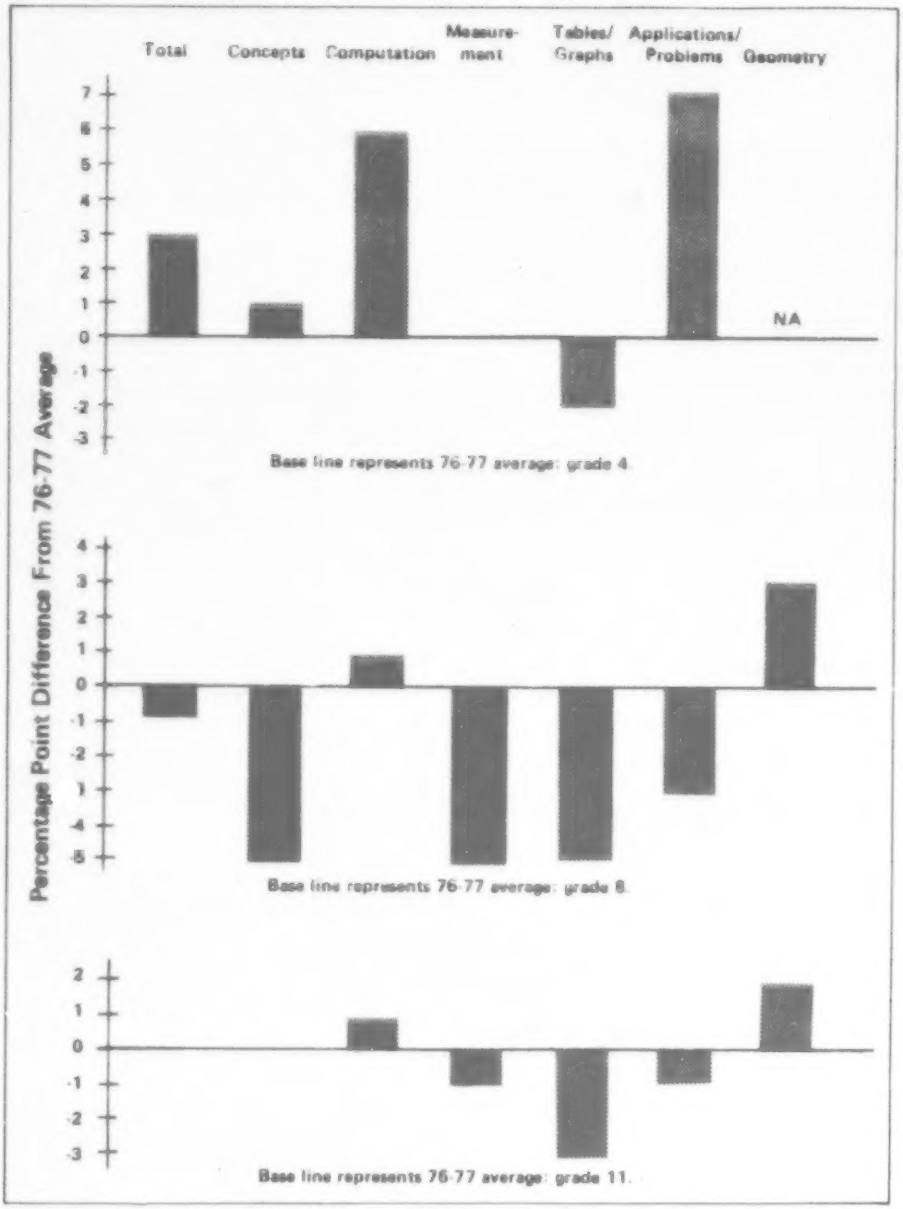
CONNECTICUT ASSESSMENT OF EDUCATIONAL PROGRESS: A COMPARISON OF MATHEMATICS RESULTS IN 1976-77 AND 1979-80

	Grade 4			Grade 8			Grade 11		
	No.	Ave. Pct. Correct		No.	Ave. Pct. Correct		No.	Ave. Pct. Correct	
Area	Items	76-77	79-80	Items	76-77	79-80	Items	76-77	79-80
Total Test	36	76%	79%	34	75%	74%	41	77%	77%
Concepts	10	73	74	3	52	47	6	68	68
Computation	9	75	81	18	80	81	18	82	83
Measurement	11	86	86	7	71	66	8	81	80
Tables/Graphs	2	83	81	1	88	83	1	94	91
Applications/Problems	4	59	66	4	71	68	6	74	73
Geometry	0	NA	NA	1	94	91	2	52	54

Source: "Connecticut Assessment of Educational Progress 1979-80 Mathematics, Summary and Interpretation."

FIGURE 3.02

CONNECTICUT ASSESSMENT OF EDUCATIONAL PROGRESS: A COMPARISON OF MATHEMATICS RESULTS IN 1976-77 AND 1979-80



Compared to the 1976-77 mathematics assessment, fourth grade students were better in all areas except tables/graphs, while eighth and eleventh grade students were better only in the areas of computation and geometry.

TABLE 3.03

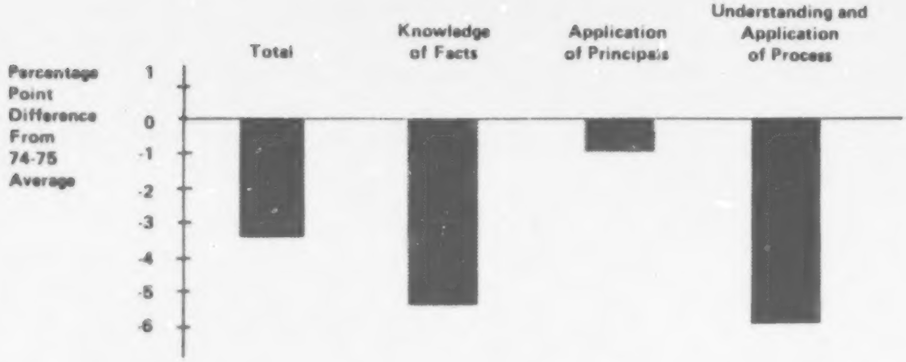
CONNECTICUT ASSESSMENT OF EDUCATIONAL PROGRESS: A COMPARISON OF SCIENCE RESULTS IN 1974-75 AND 1979-80

	Grade 4			Grade 8			Grade 11		
	No.	Ave. Pct. Correct		No.	Ave. Pct. Correct		No.	Ave. Pct. Correct	
Area	Items	74-75	79-80	Items	74-75	79-80	Items	74-75	79-80
Total Test	23	71.4%	68.1%	32	61.9%	57.7%	38	55.9%	51.0%
Knowledge of Facts & Principles	7	72.1	70.4	12	61.5	58.6	17	56.2	50.7
Application of Principles	6	66.2	65.2	13	57.3	51.4	16	52.9	47.6
Understanding & Application of the Processes of Science	10	74.1	68.2	7	70.9	67.7	5	64.8	63.1

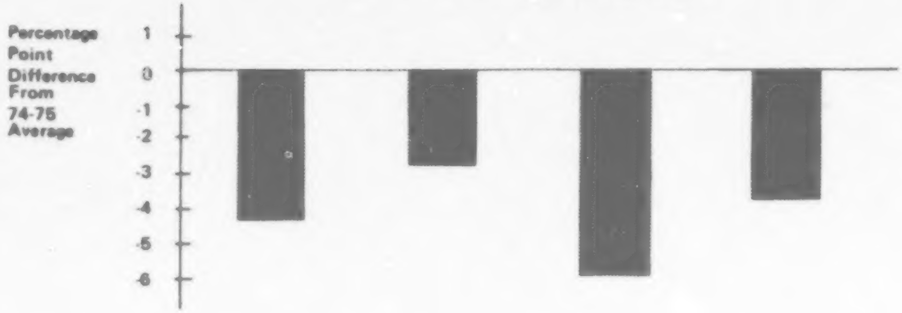
Source: "Connecticut Assessment of Educational Progress Science 1979-80, Technical Report."

FIGURE 3.03

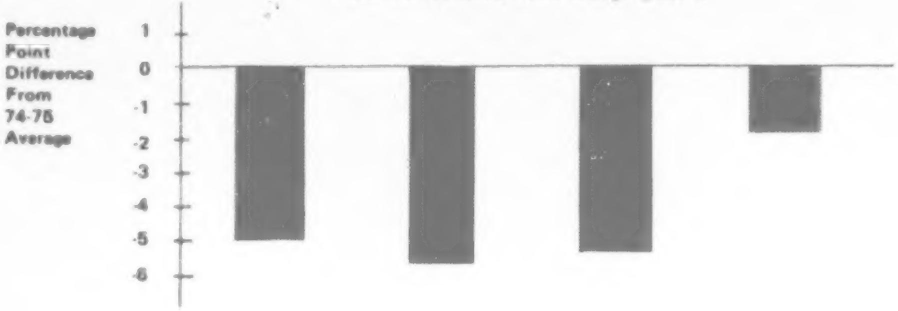
CONNECTICUT ASSESSMENT OF EDUCATIONAL PROGRESS: A COMPARISON OF SCIENCE RESULTS IN 1974-75 AND 1979-80



Base line represents 74-75 average: grade 4.



Base line represents 74-75 average: grade 8.



Base line represents 74-75 average: grade 11.

The average scores of students in grades 4, 8 and 11 were lower in all areas on the 1979-80 science assessment than on the 1974-75 assessment.

TABLE 3.04

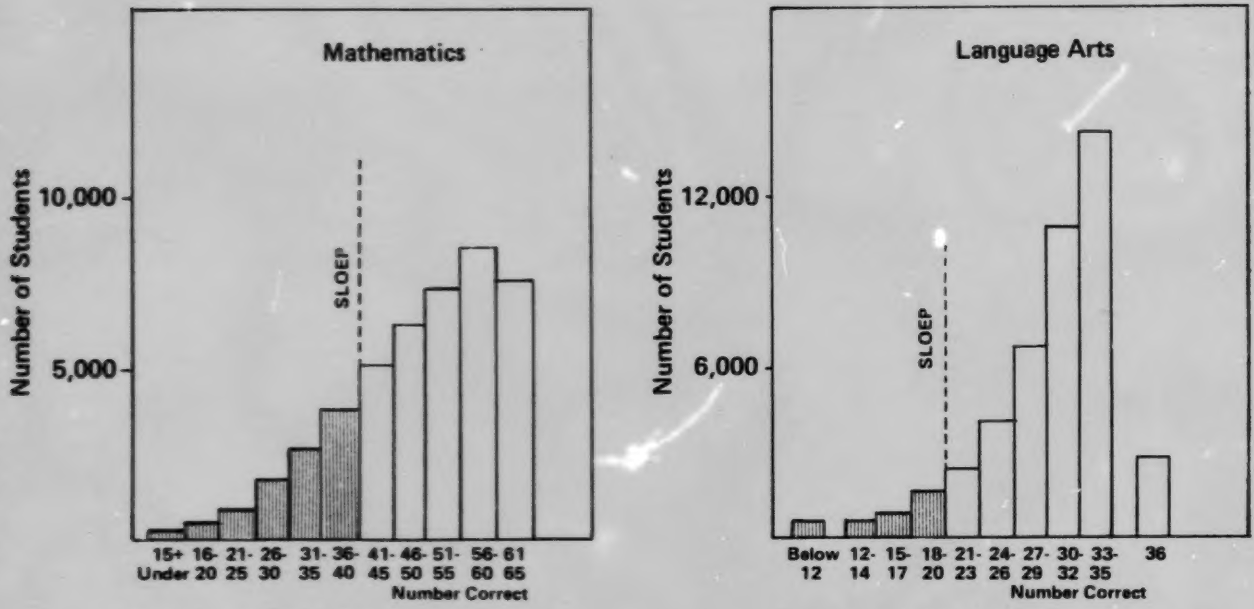
DISTRIBUTION OF STUDENTS' SCORES
MARCH 1980 CONNECTICUT NINTH GRADE PROFICIENCY TESTS

Mathematics		Language Arts		Writing		Reading	
Number Correct	**Number of Students**	**Number Correct**	**Number of Students**	**Holistic Score**	**Number of Students**	**Number Correct**	**Number of Students**
61 - 65	7,553	36	2,715	8	3,331	97 - 98	4,176
56 - 60	8,441	33 - 35	14,191	7	6,836	90 - 96	13,754
51 - 55	7,322	30 - 32	10,862	6	9,499	83 - 89	8,537
46 - 50	6,218	27 - 29	6,581	5	9,896	76 - 82	5,954
41 - 45	5,018	24 - 26	4,011	4	9,016	69 - 75	4,021
36 - 40	3,752	21 - 23	2,339	3	3,276	62 - 68	2,718
31 - 35	2,674	18 - 20	1,410	2	1,679	55 - 61	1,866
26 - 30	1,717	15 - 17	924			48 - 54	1,236
21 - 25	973	12 - 14	599			41 - 47	758
16 - 20	394	9 - 11	382			34 - 40	463
15 & below	145	6 - 8	164			27 - 33	283
		Under 6	76			Below 27	302
Total	**44,207**		**44,254**		**43,533**		**44,068**
Mean Number Correct	50.8		29.6		5.3		81.8
Percent at or Above SLOEP	78.2		92.0		88.6		93.1

Source: Unpublished data, Connecticut State Department of Education, 1980.

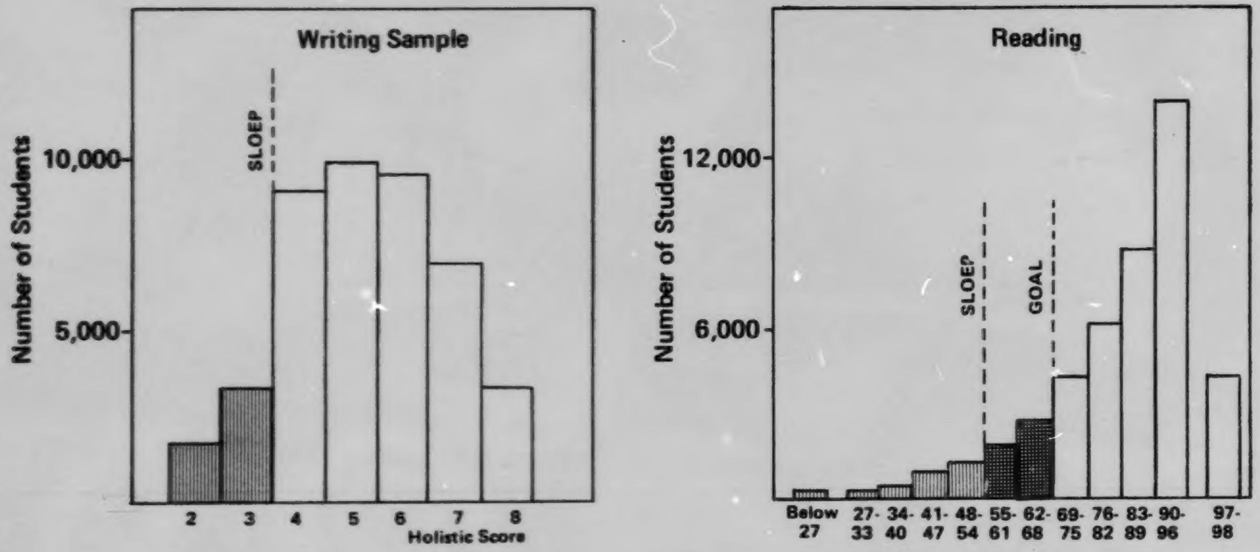
FIGURE 3.04

DISTRIBUTION OF STUDENTS' SCORES ON THE MARCH 1980 CONNECTICUT NINTH GRADE PROFICIENCY TESTS



In mathematics 78% of the 9th graders were above the statewide level of expected performance.

In language arts 92% of the 9th graders were above the statewide level of expected performance.



On the writing sample 89% of the 9th graders were above the statewide level of expected performance.

In reading 93% of the 9th graders were above the statewide level of expected performance and 83% were above the statewide reading goal.

TABLE 3.05

PUBLIC SCHOOL STUDENT ACHIEVEMENT IN SELECTED COMPENSATORY EDUCATION PROGRAMS, 1975-76, 1977-78 AND 1978-79

		Reading			Mathematics		
Grade	Year	Initial Percentile	Post-test Percentile	Gain	Initial Percentile	Post-test Percentile	Gain
2	75-76[1]	14	32	+18	NA	NA	NA
	77-78[2]	20	34	+14	23	31	+ 8
	78-79[3]	22	42	+20	19	35	+16
3	75-76	11	40	+29	14	22	+ 8
	77-78	21	36	+15	20	29	+ 9
	78-79	20	33	+13	23	40	+17
4	75-76	13	26	+13	9	22	+13
	77-78	16	24	+ 8	13	22	+ 9
	78-79	20	28	+ 8	17	35	+18
5	75-76	16	20	+ 4	7	26	+19
	77-78	15	22	+ 7	11	26	+15
	78-79	20	27	+ 7	15	33	+18
6	75-76	12	18	+ 6	12	22	+10
	77-78	13	20	+ 7	13	23	+10
	78-79	18	25	+ 7	16	29	+13
7	75-76	16	30	+14	8	20	+12
	77-78	13	25	+12	14	27	+13
	78-79	16	28	+12	12	29	+17
8	75-76	16	27	+11	2	12	+10
	77-78	12	21	+ 9	12	24	+12
	78-79	17	25	+ 8	13	26	+13

---

[1] Results based upon analysis of 5,540 pupils' pre and post-test responses from 106 "broadly representative" LEAs. Pupils' raw scores were converted to 1970 metropolitan standard scores and then aggregated.

[2] Results based upon 17,415 public school pupils from 118 LEAs. The OE evaluation model A1 in which scores are converted to NCEs and aggregated was utilized.

[3] Results based upon data from 157 LEAs. The OE evaluation model A1 was utilized.

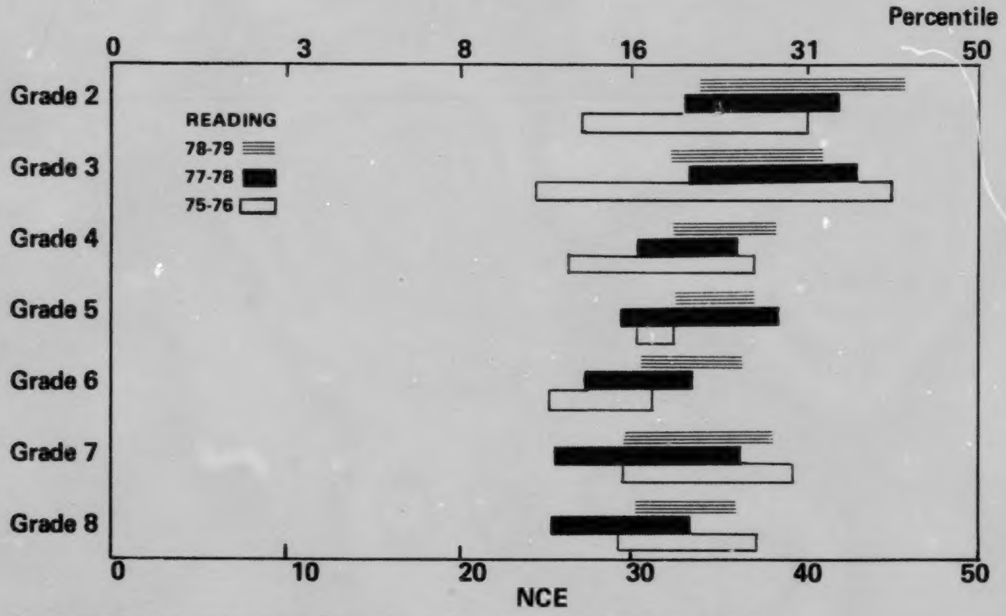
Sources: "Compensatory Education in Connecticut, Fiscal year 1978," Connecticut State Department of Education, December 1979.

Achievement Analysis 1975-76, Connecticut State Department of Education, November 1977.

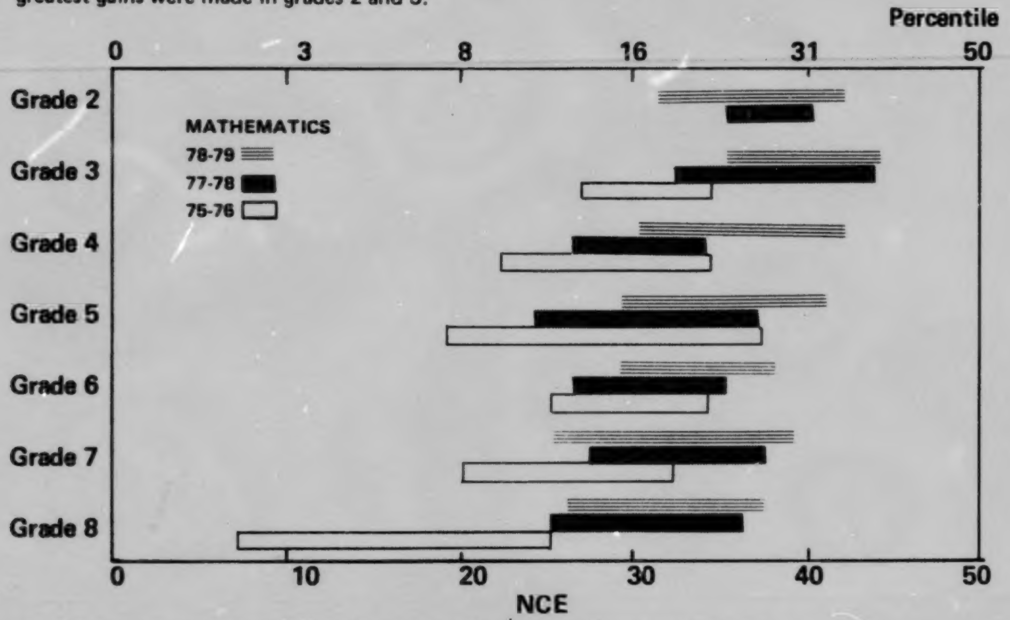
"Connecticut Compensatory Education Programs, Fiscal year 1978-79, Annual Program and Achievement Analysis," Connecticut State Department of Education, July 1980.

FIGURE 3.05

PUBLIC SCHOOL STUDENT ACHIEVEMENT IN SELECTED COMPENSATORY EDUCATION PROGRAMS 1975-76, 1977-78 AND 1978-79



Compensatory education pupils in reading programs showed significant gains in achievement relative to their peers at all grade levels in all three years. The greatest gains were made in grades 2 and 3.



Pupils in compensatory mathematics programs showed significant achievement gains beyond what was predicted. The greatest increments seemed to occur after grade 3.

TABLE 3.06

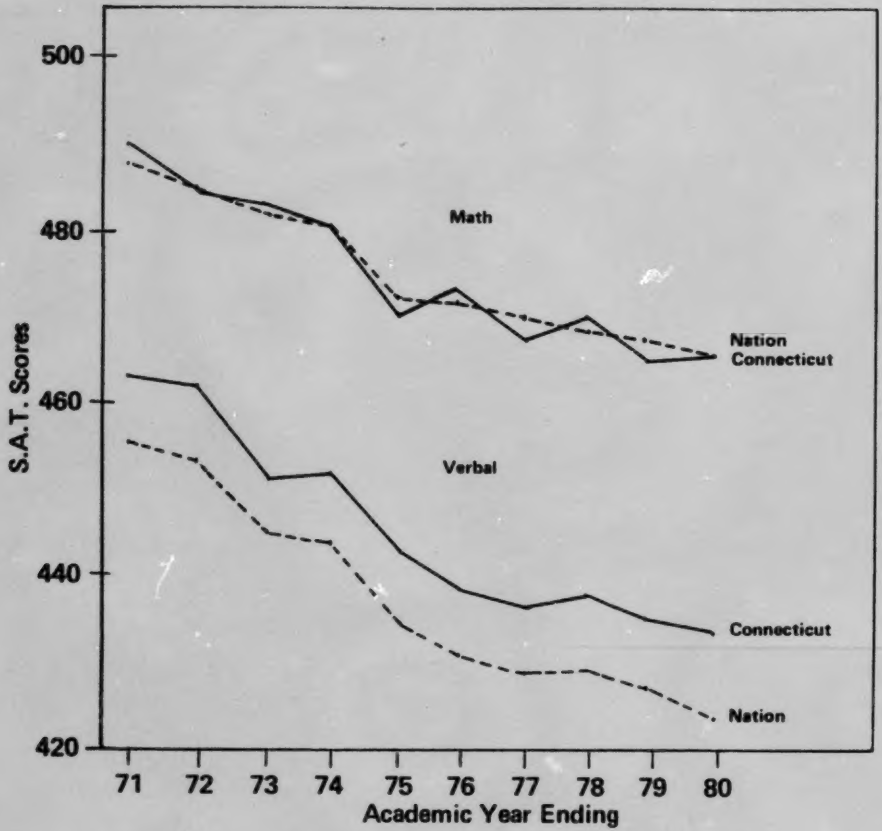
AVERAGE SCHOLASTIC APTITUDE TEST (SAT) SCORES FOR COLLEGE-BOUND SENIORS 1970-71 TO 1979-80

	Verbal		Mathematics	
Year	Connecticut	Nation	Connecticut	Nation
1979-80	431	424	466	466
1978-79	435	427	465	467
1977-78	438	429	469	468
1976-77	437	429	468	470
1975-76	439	431	473	472
1974-75	442	434	471	472
1973-74	452	444	480	480
1972-73	451	445	482	481
1971-72	462	453	484	484
1970-71	463	455	490	488

Source: "Report on College Board Scores," Connecticut State Department of Education, October 1980.

FIGURE 3.06

AVERAGE SCHOLASTIC APTITUDE TEST (SAT) SCORES FOR COLLEGE-BOUND SENIORS 1970-71 TO 1979-80



The slow but steady decline of the verbal and mathematics S.A.T. scores continued nationally and in Connecticut. Connecticut students have maintained their superiority on the verbal test and continue to be equal to the national college-bound seniors on the mathematics test.

TABLE 3.07

AVERAGE S.A.T. VERBAL SUBSCORES AND TEST OF STANDARD WRITTEN ENGLISH FOR COLLEGE-BOUND SENIORS 1974-75 TO 1979-80

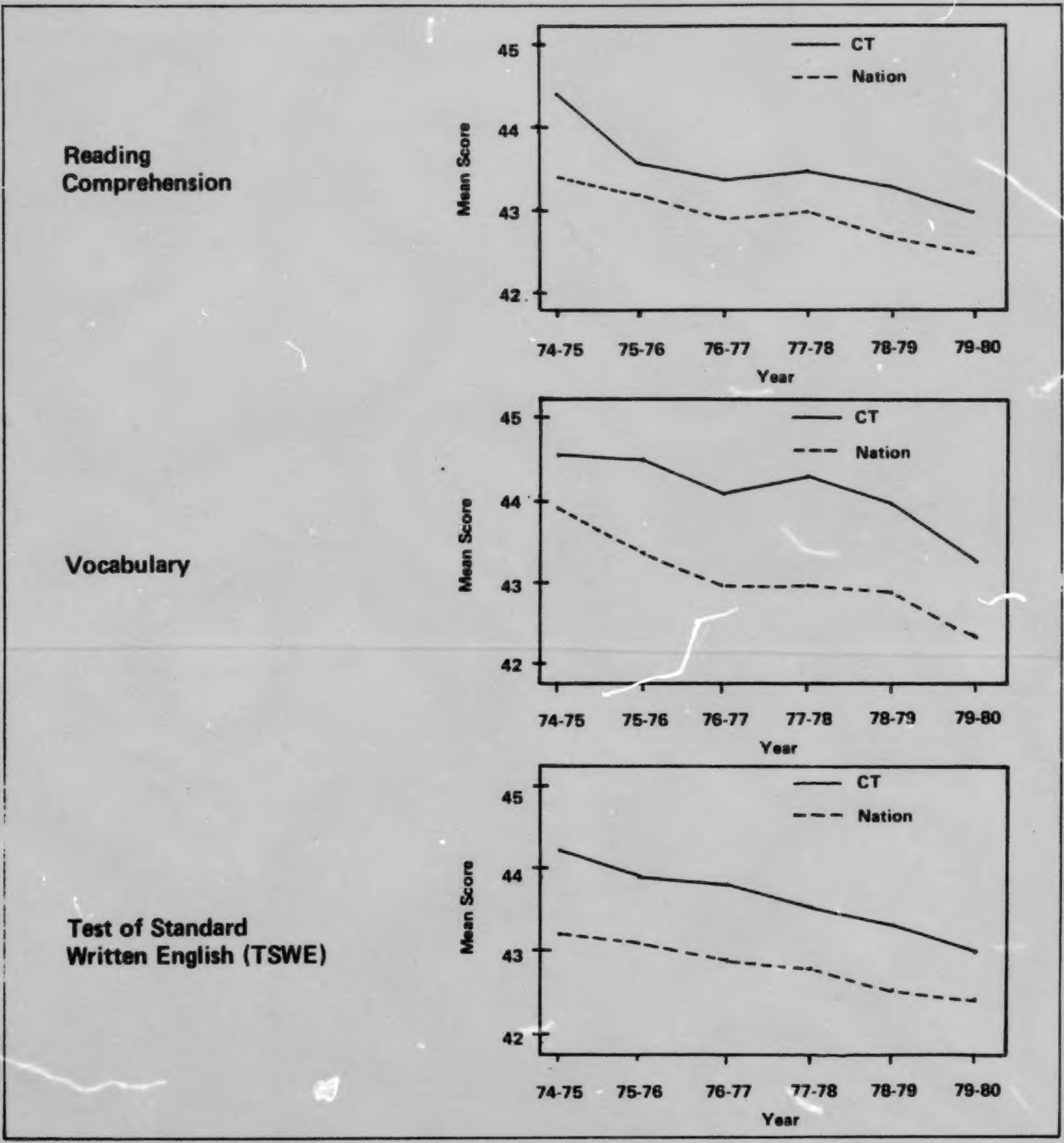
	Reading Comprehension		Vocabulary		Test of Standard Written English (TSWE)	
Year	Ct.	Nation	Ct.	Nation	Ct.	Nation
1979-80	43.0	42.5	43.3	42.4	43.0	42.4
1978-79	43.3	42.7	44.0	42.9	43.3	42.5
1977-78	43.5	43.0	44.3	43.0	43.7	42.8
1976-77	43.4	42.9	44.1	43.0	43.8	42.9
1975-76	43.6	43.2	44.5	43.4	43.9	43.1
1974-75	44.4	43.4	44.5	43.1	44.2	43.2

Sources: "Connecticut College Bound Seniors," Summary report of the College Board Admissions Testing Program, 1975, 1976, 1977, 1978, 1979, 1980.

"National Report College Bound Seniors," Summary report of the College Bound Admissions Testing Program, 1975, 1976, 1977, 1978, 1979, 1980.

FIGURE 3.07

AVERAGE S.A.T. VERBAL SUBSCORES AND TEST OF STANDARD WRITTEN ENGLISH FOR COLLEGE-BOUND SENIORS
1974-75 TO 1979-80



Connecticut's college bound seniors have scored higher than their national peers over the last six years on the reading comprehension and vocabulary subtests of the S.A.T. and on the Test of Standard Written English.

TABLE 3.08

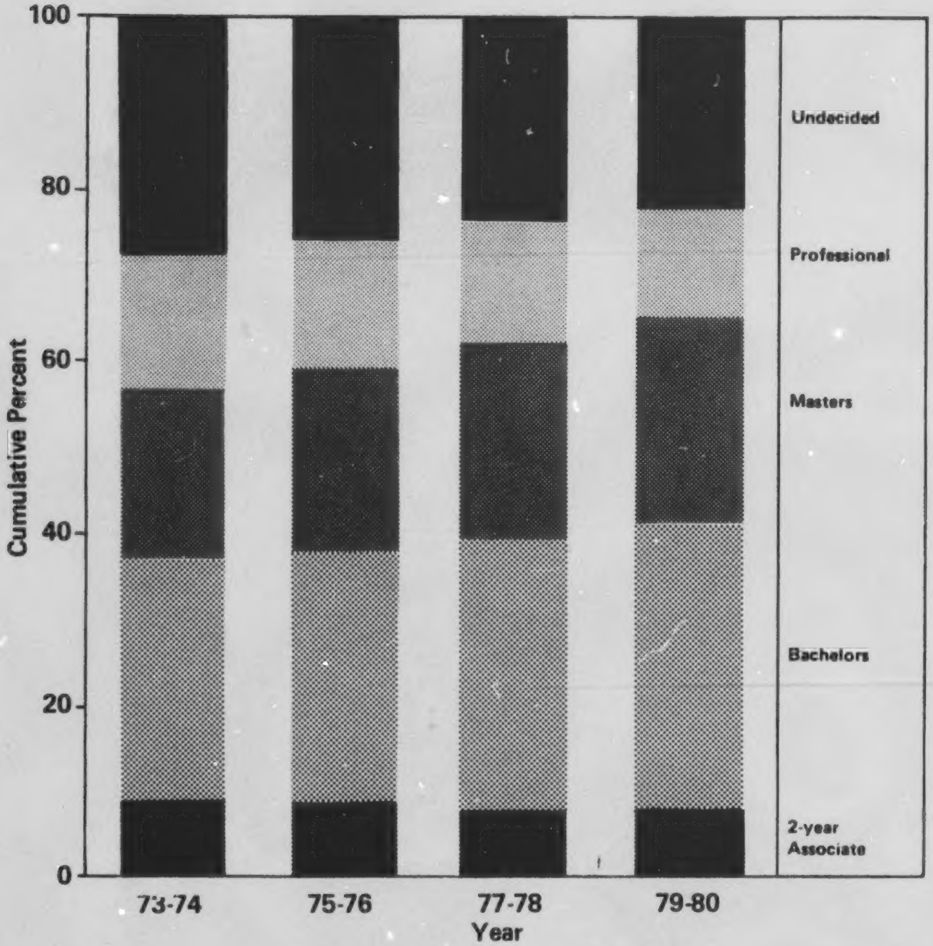
EDUCATIONAL GOALS OF CONNECTICUT COLLEGE-BOUND SENIORS 1973-74, 1975-76, 1977-78 AND 1979-80

Goal		1973-74	1975-76	1977-78	1979-80
Two-year Training Program	Male	5.0	4.0	4.0	4.4
	Female	8.0	7.0	5.0	3.9
	Total	6.0	6.0	4.0	4.2
Associate in Arts Degree	Male	1.0	1.0	2.0	2.0
	Female	4.0	4.0	5.0	5.1
	Total	3.0	3.0	4.0	3.7
BA or BS Degree	Male	25.0	28.0	30.0	32.4
	Female	30.0	31.0	32.0	32.8
	Total	28.0	29.0	31.0	32.6
MA or MS Degree	Male	20.0	22.0	25.0	25.2
	Female	21.0	21.0	22.0	23.1
	Total	20.0	21.0	23.0	24.0
MD, PhD, Other Professional Degrees	Male	20.0	19.0	16.0	13.7
	Female	11.0	12.0	12.0	12.0
	Total	15.0	15.0	14.0	12.8
Undecided	Male	29.0	26.0	24.0	22.3
	Female	27.0	26.0	24.0	23.1
	Total	28.0	26.0	24.0	22.7

Sources: "Connecticut Report College Bound Seniors," College Entrance Examination Board, 1980, 1978, 1976, 1974.

FIGURE 3.08

EDUCATIONAL GOALS OF CONNECTICUT COLLEGE-BOUND SENIORS 1973-74, 1975-76, 1977-78 AND 1979-80



Since 1973-74 the educational goals of college-bound seniors have shifted and become more focused. More seniors now plan to pursue a BA, BS, MA or MS degree. The smaller percentage of seniors reporting plans to pursue professional degrees is restricted to male students only. The gap between the proportion of male and female seniors seeking professional degrees has narrowed considerably.

TABLE 3.09

EDUCATIONAL ACTIVITIES OF LOCAL PUBLIC HIGH SCHOOL GRADUATES 1970 TO 1979

Year of Graduation		Educational Activity					
		4 Year College	2 Year College	Vocational Program	Other Educ.	Total Educ.	Total Graduates[1]
1979	No.	16,381	4,899	2,506	542	24,328	39,770
	Pct.	41.2	12.3	6.3	1.4	61.2	
1978	No.	16,245	4,868	2,922	282	24,317	39,914
	Pct.	40.7	12.2	7.3	0.7	60.9	
1977	No.	15,892	5,245	2,803	300	24,240	40,393
	Pct.	39.3	12.9	6.9	0.7	60.0	
1976	No.	15,930	5,229	2,965	294	24,418	40,612
	Pct.	39.2	12.9	7.3	0.7	60.1	
1975	No.	15,798	5,464	3,079	278	24,619	40,479
	Pct.	39.0	13.5	7.6	0.7	60.8	
1974	No.	15,022	5,350	2,859	251	23,482	39,340
	Pct.	38.2	13.6	7.3	0.6	59.7	
1973	No.	14,956	5,446	3,267	204	23,873	39,349
	Pct.	38.0	13.8	8.3	0.5	60.7	
1972	No.	14,956	5,346	3,439	288	23,355	37,871
	Pct.	37.7	14.1	9.1	0.8	61.7	
1971	No.	14,171	6,064	3,263	869	24,367	36,248
	Pct.	39.1	16.7	9.0	2.4	67.2	
1970	No.	14,822	5,784	3,225	1,080	24,911	35,815
	Pct.	41.4	16.1	9.0	3.0	69.6	

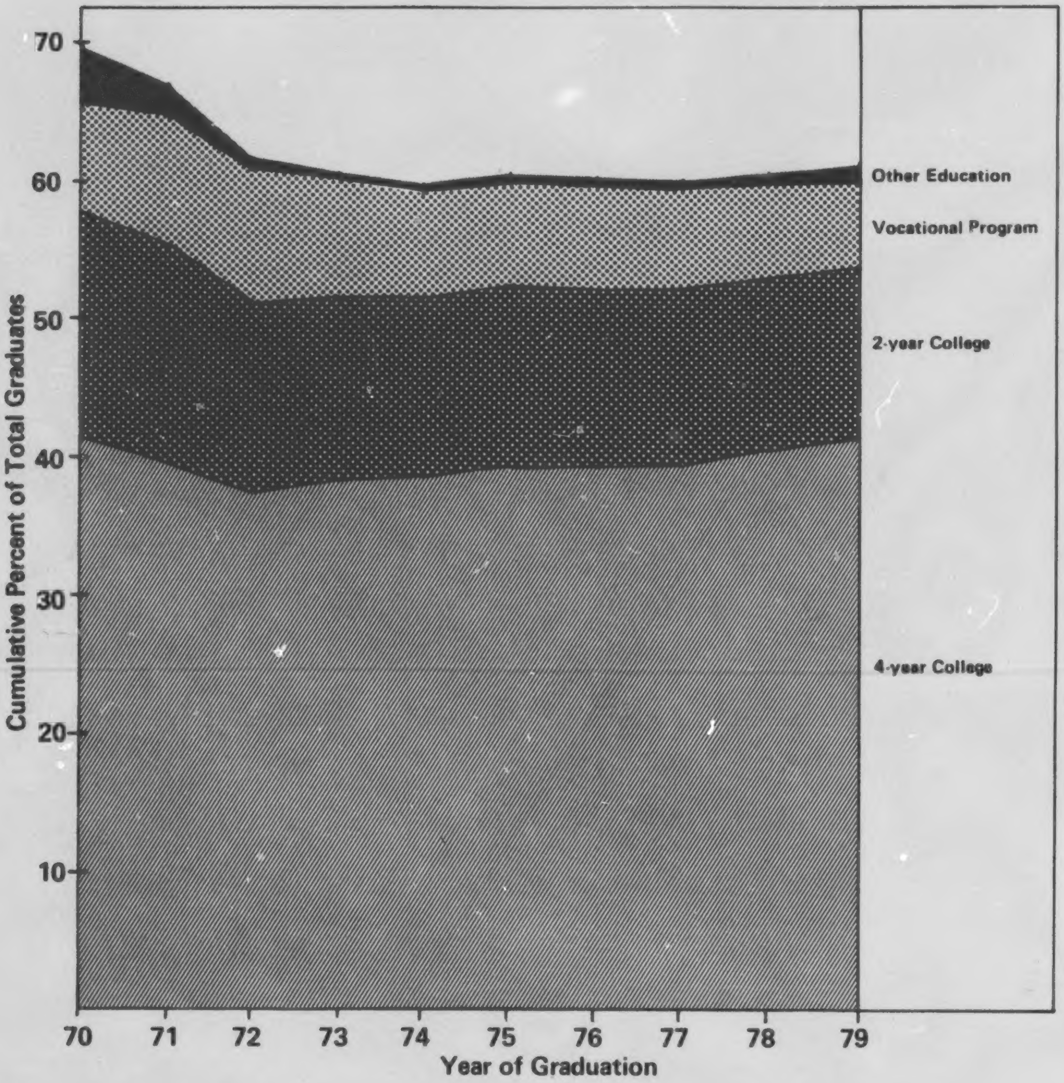
[1] Data include graduates from Norwich Free Academy, Gilbert School and Woodstock Academy. The activity of approximately five percent of the students is unknown.

Sources: "High School Graduate Follow-up Report," Connecticut State Department of Education, November 1979, 1980.

Unpublished data, CSDE form ED 268, "Graduate Follow-up."

FIGURE 3.09

EDUCATIONAL ACTIVITIES OF LOCAL PUBLIC HIGH SCHOOL GRADUATES 1970 TO 1979



The percentage of local public high school graduates continuing their education has been around 60% for the past eight years. Since 1972 the proportion attending 4-year colleges has increased steadily from 37.7% to 41.2%.

TABLE 3.10

EDUCATIONAL ACTIVITIES OF NONPUBLIC HIGH SCHOOL GRADUATES 1970 TO 1979 (REVISED)

		Educational Activity[1]					
Year of Graduation		4 Year College	2 Year College	Vocational Program	Other Educ.	Total Educ.	Total Graduates[2]
1979	No.	5,601	610	162	196	6,569	7,545
	Pct.	74.2	8.1	2.1	2.6	87.1	
1978	No.	4,566	595	373	123	5,657	6,593
	Pct.	69.3	9.0	5.7	1.9	85.8	
1977	No.	3.997	602	378	96	5,073	6,049
	Pct.	66.1	9.9	6.2	1.5	83.8	
1976	No.	4,019	656	344	45	5,064	5,961
	Pct.	67.4	11.0	5.8	0.8	85.0	
1975[3]	No.	3,917	717	338	58	5,030	5,915
	Pct.	66.2	12.1	5.7	1.0	85.0	
1974[4]	No.	4,012	684	435	36	5,167	6,066
	Pct.	66.1	11.3	7.2	0.6	85.2	
1973[5]	No.	4,160	751	428	57	5,406	6,357
	Pct.	65.4	11.8	6.7	0.9	85.0	
1972	No.	4,413	869	466	64	5,812	6,583
	Pct.	67.0	13.2	7.1	1.0	88.3	
1971	No.	4,343	902	441	99	5,785	6,491
	Pct.	66.9	13.9	6.8	1.5	89.1	
1970	No.	4,222	786	461	66	5,535	6,273
	Pct.	67.3	12.5	7.3	1.1	88.2	

[1] Data exclude graduates from Norwich Free Academy, Gilbert School and Woodstock Academy. The activity of approximately 97 percent of the graduates is known.

[2] Prior to 1978, data were reported for Connecticut residents only. In 1978, some non-residents were reported and in 1979 the report was revised to include both residents and non-residents.

[3] Data estimated for two schools with 482 students.

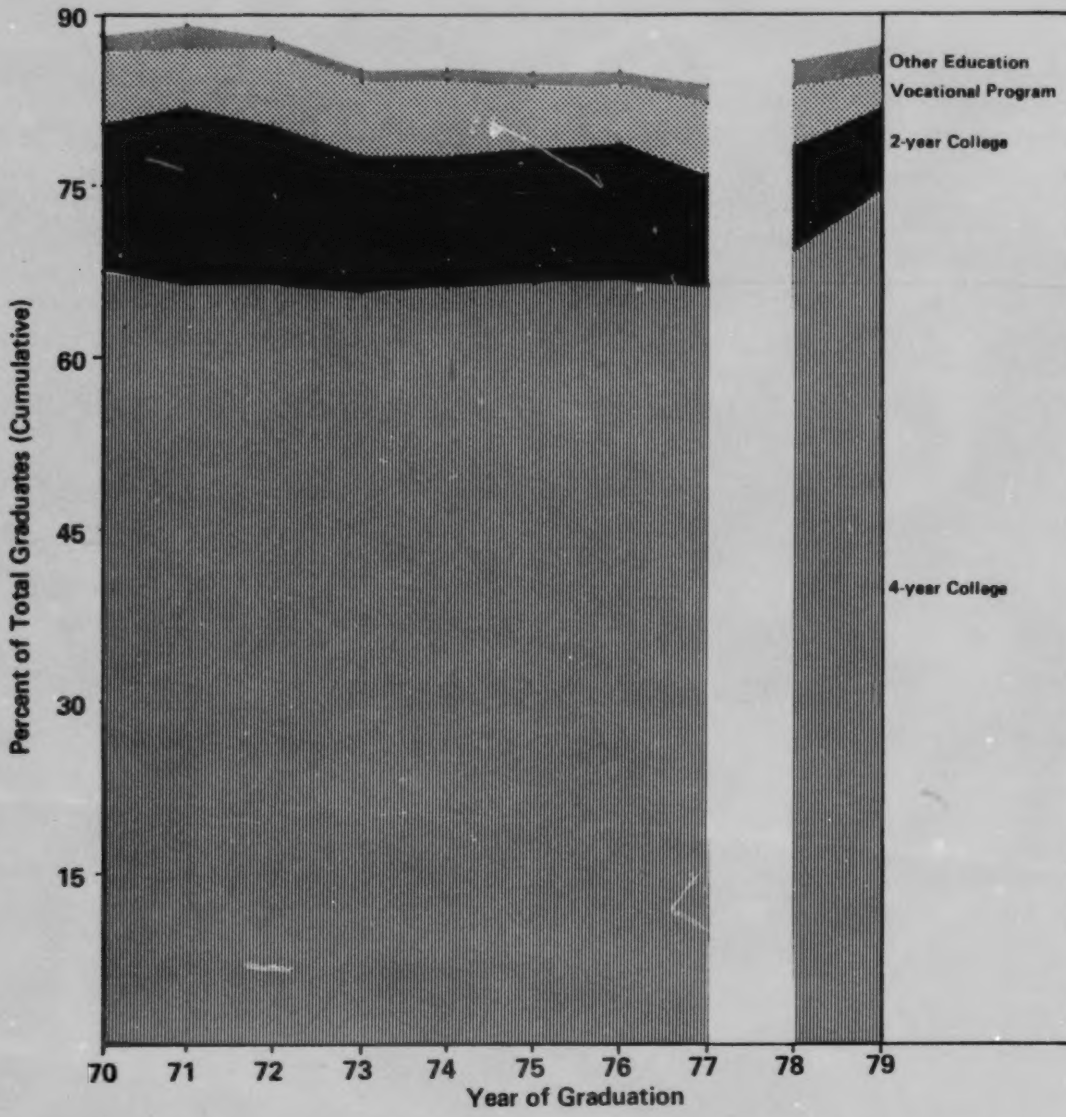
[4] Data estimated for one school with 254 students.

[5] Data estimated for 13 schools with approximately 1,411 students.

Sources: "High School Graduate Follow-up Report," Connecticut State Department of Education, November 1979, 1980.
Unpublished data, CSDE form ED268, "Graduate Follow-up."

FIGURE 3.10

EDUCATIONAL ACTIVITIES OF NONPUBLIC HIGH SCHOOL GRADUATES 1970 TO 1979 (REVISED)



Between 1972 and 1973 the percentage of the nonpublic school graduates engaged in educational activities dropped from 88.3% to 85% and remained around that level through 1978. When the report was revised to include nonresidents of the state, this percentage increased to 87.1%.

TABLE 3.11

NON-EDUCATIONAL ACTIVITIES OF LOCAL PUBLIC HIGH SCHOOL GRADUATES 1970 TO 1979

		Activity[1]					
Year of Graduation		Military	Employed	Un-Employed	Other	Total Non-Educ.	Total Graduates
1979	No.	1,406	10,383	1,251	792	13,832	39,727
	Pct.	*10.2*	*75.1*	*9.0*	*5.7*	*34.8*	
1978	No.	1,362	9,977	1,616	847	13,802	39,914
	Pct.	*9.9*	*72.3*	*11.7*	*6.1*	*34.6*	
1977	No.	1,610	9,808	1,748	981	14,147	40,393
	Pct.	*11.3*	*69.3*	*12.4*	*6.9*	*35.0*	
1976	No.	1,585	9,930	2,162	918	14,595	40,612
	Pct.	*10.9*	*68.0*	*14.8*	*6.3*	*35.9*	
1975	No.	1,463	9,820	1,958	986	14,227	40,479
	Pct.	*10.3*	*69.0*	*13.8*	*6.9*	*35.1*	
1974	No.	1,138	10,426	1,776	1,069	14,409	39,340
	Pct.	*7.9*	*72.4*	*12.3*	*7.4*	*36.6*	
1973	No.	980	10,592	1,441	830	13,843	39,349
	Pct.	*7.1*	*76.5*	*10.4*	*6.0*	*35.2*	
1972	No.	1,134	9,270	1,523	710	12,637	37,871
	Pct.	*9.0*	*73.3*	*12.1*	*5.6*	*33.4*	
1971	No.	1,144	7,276	2,164	––	10,584	36,248
	Pct.	*10.8*	*68.7*	*20.4*		*29.2*	
1970	No.	1,067	7,474	1,257	––	9,798	35,815
	Pct.	*10.9*	*76.3*	*12.8*		*27.4*	

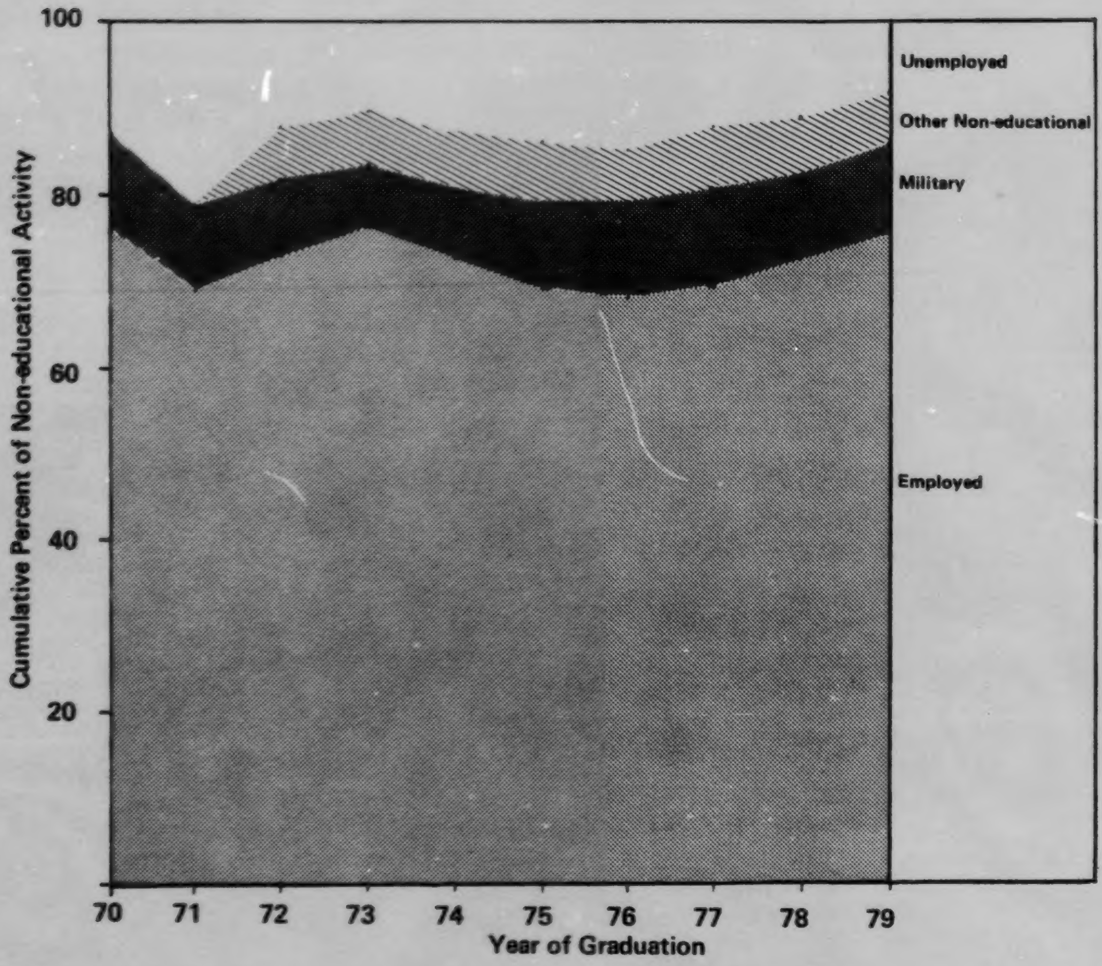
1. Data include graduates from Norwich Free Academy, Gilbert School, and Woodstock Academy. The activity of approximately 5% of the students is unknown. Percentages based on total number of graduates in non-educational activities.

Sources: "High School Graduate Follow-up Report," Connecticut State Department of Education, November 1979, 1980.

Unpublished data, CSDE form ED268, "Graduate Follow-up."

FIGURE 3.11

NON-EDUCATIONAL ACTIVITIES OF LOCAL PUBLIC HIGH SCHOOL GRADUATES 1970 TO 1979



Since 1972 approximately 35% of public school graduates have not been engaged in educational activities. In this period the proportion of graduates employed in the military has ranged from 7.1% to 11.5%, and proportion unemployed has varied between 9.0% and 14.8%.

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TABLE 3.12

NON-EDUCATIONAL ACTIVITIES OF NONPUBLIC HIGH SCHOOL GRADUATES 1970 TO 1979 (REVISED)

		Activity[1]					
Year of Graduation		Military	Employed	Un-Employed	Other	Total Non-Educ.	Total Graduates[2]
1979	No.	73	664	73	22	832	7,545
	Pct.	*8.8*	*79.8*	*8.8*	*2.6*	*11.0*	
1978	No.	74	567	62	60	763	6,593
	Pct.	*9.7*	*74.3*	*8.1*	*7.9*	*11.6*	
1977	No.	80	524	72	84	760	6,049
	Pct.	*10.5*	*68.9*	*9.5*	*11.0*	*12.6*	
1976	No.	76	490	72	45	683	5,961
	Pct.	*11.1*	*71.7*	*10.5*	*6.6*	*11.5*	
1975[3]	No.	56	522	84	41	703	5,915
	Pct.	*8.0*	*74.3*	*11.9*	*5.8*	*11.9*	
1974[4]	No.	52	546	69	71	738	6,066
	Pct.	*7.0*	*74.0*	*9.3*	*9.6*	*12.2*	
1973[5]	No.	61	643	19	53	776	6,357
	Pct.	*7.9*	*87.1*	*2.6*	*7.2*	*12.2*	
1972	No.	46	463	36	36	581	6,583
	Pct.	*7.9*	*79.7*	*6.2*	*6.2*	*8.8*	
1971	No.	48	422	60	––	530	6,491
	Pct.	*9.1*	*79.6*	*11.3*		*8.2*	
1970	No.	74	498	72	––	644	6,273
	Pct.	*11.5*	*77.3*	*11.2*		*10.3*	

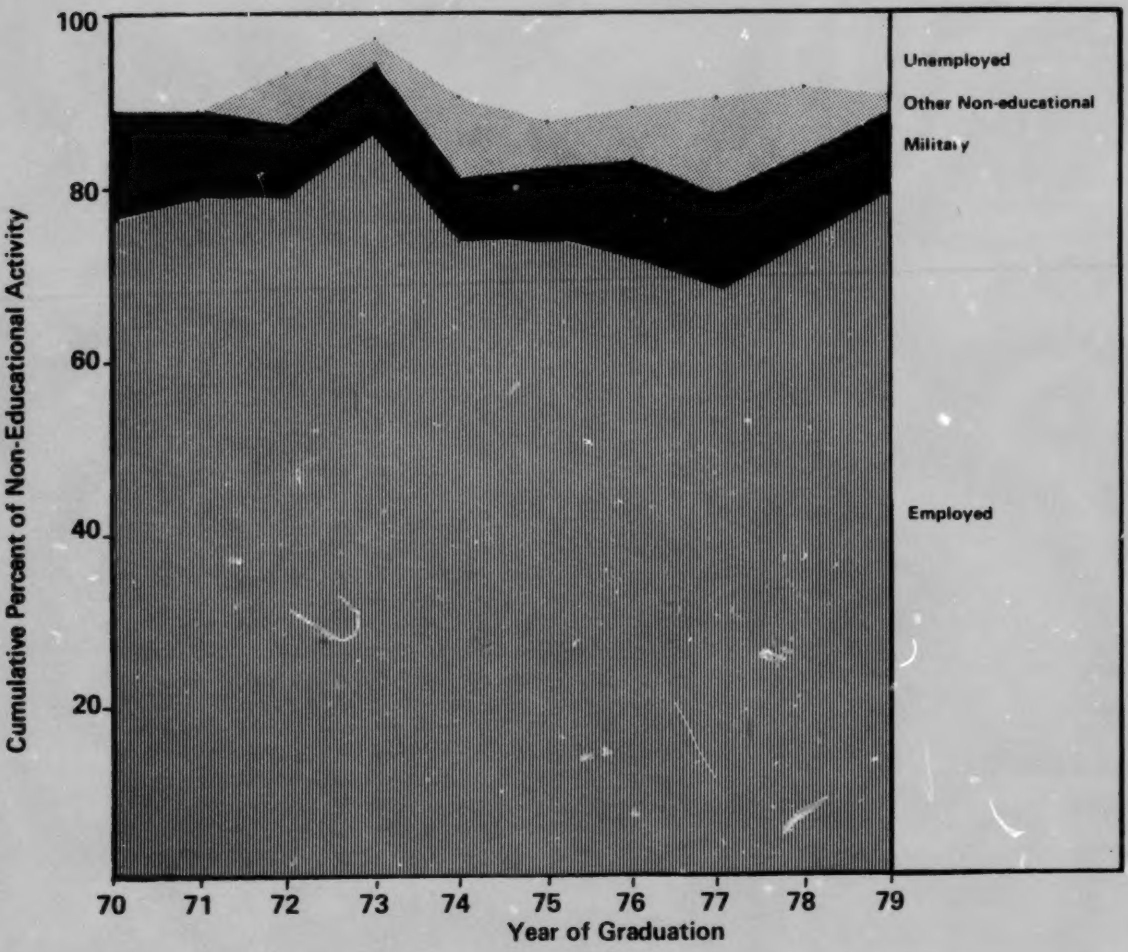
1. Data exclude graduates of Norwich Free Academy, Gilbert School and Woodstock Academy. The activity of approximately 97% of the graduates is known. Percentages are based on the number of graduates in non-educational activities.
2. Prior to 1978 data were reported for Connecticut residents only. In 1978 some non-residents were reported and in 1979 the report was revised to include both residents and non-residents.
3. Data estimated for 2 schools with 482 students.
4. Data estimated for 1 school with 254 students.
5. Data estimated for 13 schools with approximately 1,411 students.

Sources: "High School Graduate Follow-up Report," Connecticut State Department of Education, November 1979, 1980.

Unpublished data, CSDE from ED268, "Graduate Follow-up."

FIGURE 3.12

NON-EDUCATIONAL ACTIVITIES OF NONPUBLIC HIGH SCHOOL GRADUATES 1970 TO 1979 (REVISED)



Approximately 12% of nonpublic school graduates do not continue their education. Of these, approximately 10% are employed in the military and 9% are unemployed.

TABLE 3.13

ACTIVITIES OF VOCATIONAL-TECHNICAL SCHOOL GRADUATES OF SECONDARY PROGRAMS 1970 TO 1979

		Year of Graduation[1]									
		1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
Total Number of Graduates		1,434	1,549	1,688	1,617	1,723	1,828	2,043	2,234	2,267	2,206
Status Unknown	No.	38	64	40	38	80	114	118	172	145	129
	Pct.[2]	*2.6*	*4.1*	*2.4*	*2.4*	*4.6*	*6.2*	*5.8*	*7.7*	*6.4*	*5.8*
Not Available for Placement	No.	503	423	422	289	351	500	545	566	493	565
	Pct.[2]	*35.1*	*27.3*	*25.0*	*17.9*	*20.4*	*27.4*	*26.7*	*25.3*	*21.7*	*25.6*
Continued Fulltime Schooling	No.	334	311	262	184	241	294	343	365	323	398
	Pct.[2]	*23.3*	*20.1*	*15.5*	*11.4*	*14.0*	*16.1*	*16.8*	*16.3*	*14.3*	*18.0*
Entered Military	No.	160	150	148	87	102	195	191	186	148	144
	Pct.[2]	*11.2*	*9.7*	*8.8*	*5.4*	*5.9*	*10.7*	*9.3*	*8.3*	*6.5*	*6.5*
Other	No.	9	12	12	18	8	11	11	15	22	23
	Pct.[2]	*0.6*	*0.8*	*0.7*	*1.1*	*0.5*	*0.6*	*0.5*	*0.7*	*1.0*	*1.0*
Available for Placement	No.	893	1,012	1,226	1,290	1,292	1,214	1,380	1,496	1,629	1,512
	Pct.[2]	*62.3*	*65.3*	*72.6*	*79.8*	*75.0*	*66.4*	*67.5*	*67.0*	*71.9*	*68.5*
Employed-Related Occupation	No.	674	632	794	968	932	724	905	1,013	1,213	1,103
	Pct.[3]	*75.5*	*62.5*	*64.8*	*75.0*	*72.1*	*59.6*	*65.6*	*67.7*	*74.5*	*72.9*
Employed-Unrelated Occupation	No.	185	279	295	266	273	317	346	368	323	323
	Pct.[3]	*20.7*	*27.6*	*24.1*	*20.6*	*21.1*	*26.1*	*25.1*	*24.6*	*19.8*	*21.4*
Employed-Part-time	No.	2	14	19	2	9	24	10	11	12	33
	Pct.[3]	*0.2*	*1.4*	*1.5*	*0.2*	*0.7*	*2.0*	*0.7*	*0.7*	*0.7*	*2.2*
Unemployed	No.	32	87	118	54	78	149	118	104	81	53
	Pct.[3]	*3.6*	*8.6*	*9.6*	*4.2*	*6.0*	*12.3*	*8.6*	*7.0*	*5.0*	*3.5*

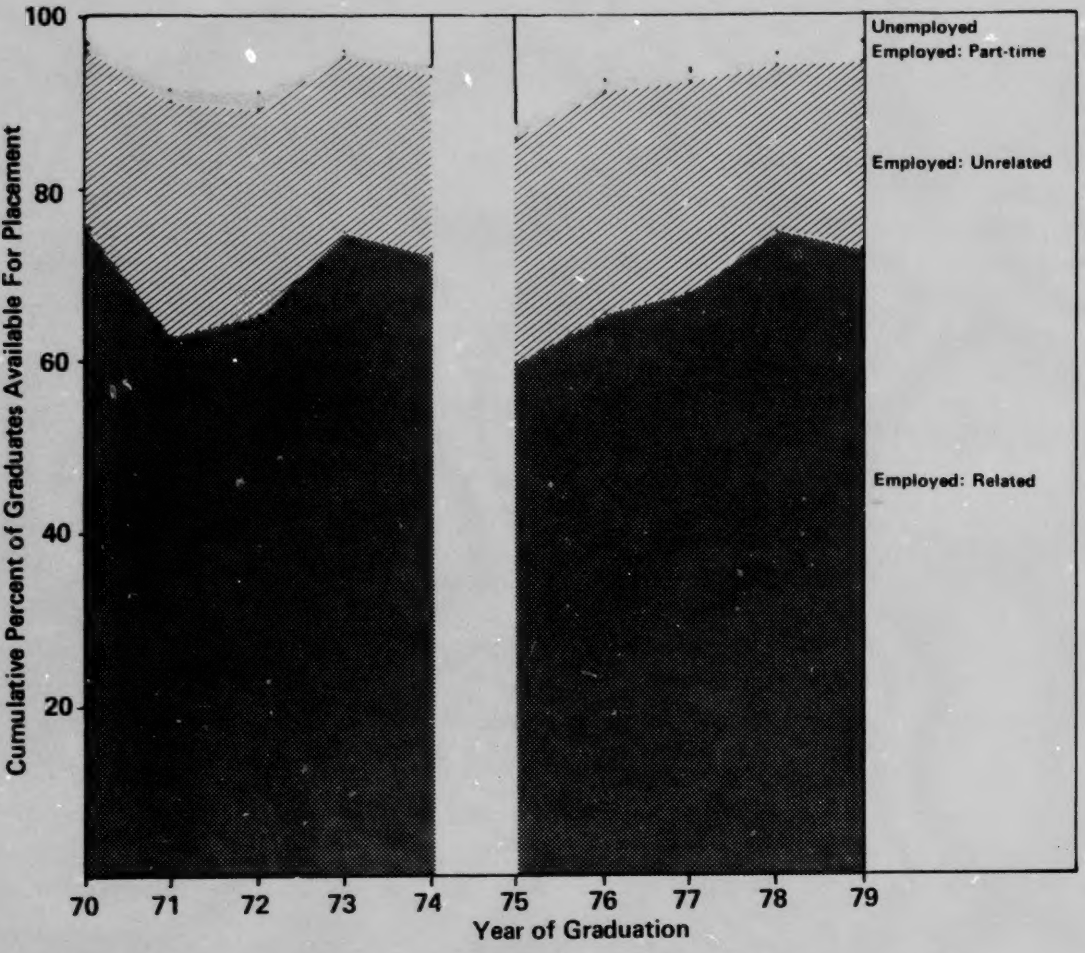
1. Data were reported as of November 15 prior to 1975, and as of February 15 in 1975 and in subsequent years. Data excludes adult health aides.
2. Percent of Total number of graduates.
3. Percent of Available for Placement.

Sources: Unpublished data, CSDE form ED404, "Placement of Program Completions in Vocational Education," November 1980.

"Graduate Follow-up Statistical Data on Connecticut Students Completing Vocational Programs," Connecticut State Department of Education, 1970-1978.

FIGURE 3.13

ACTIVITIES OF VOCATIONAL-TECHNICAL SCHOOL GRADUATES OF SECONDARY PROGRAMS (AVAILABLE FOR PLACEMENT) 1970 TO 1979



Between 1975 and 1979 the percentage of graduates from secondary programs of the vocational-technical schools employed in an occupation related to their training increased from around 60% to almost 73%. The 1979 unemployment rate of 3.5% was the lowest in the past ten years.

TABLE 3.14

STUDENT ATTRITION FROM GRADE 9 TO GRADUATION IN CONNECTICUT LOCAL PUBLIC SCHOOLS
1970 TO 1979

Year of Graduation	Year in 9th Grade	Number of Graduates[1]	Number of 9th Graders 4 yrs. earlier	Percent Completions
1979	1975	39,727	52,241	76.0
1978	1974	39,914	51,510	77.5
1977	1973	40,393	51,179	78.9
1976	1972	40,612	52,430	77.5
1975	1971	40,479	51,850	78.1
1974	1970	39,340	48,723	80.7
1973	1969	39,349	47,973	82.0
1972	1968	37,871	45,816	82.7
1971	1967	36,248	44,085	82.2
1970	1966	35,815	43,487	82.4

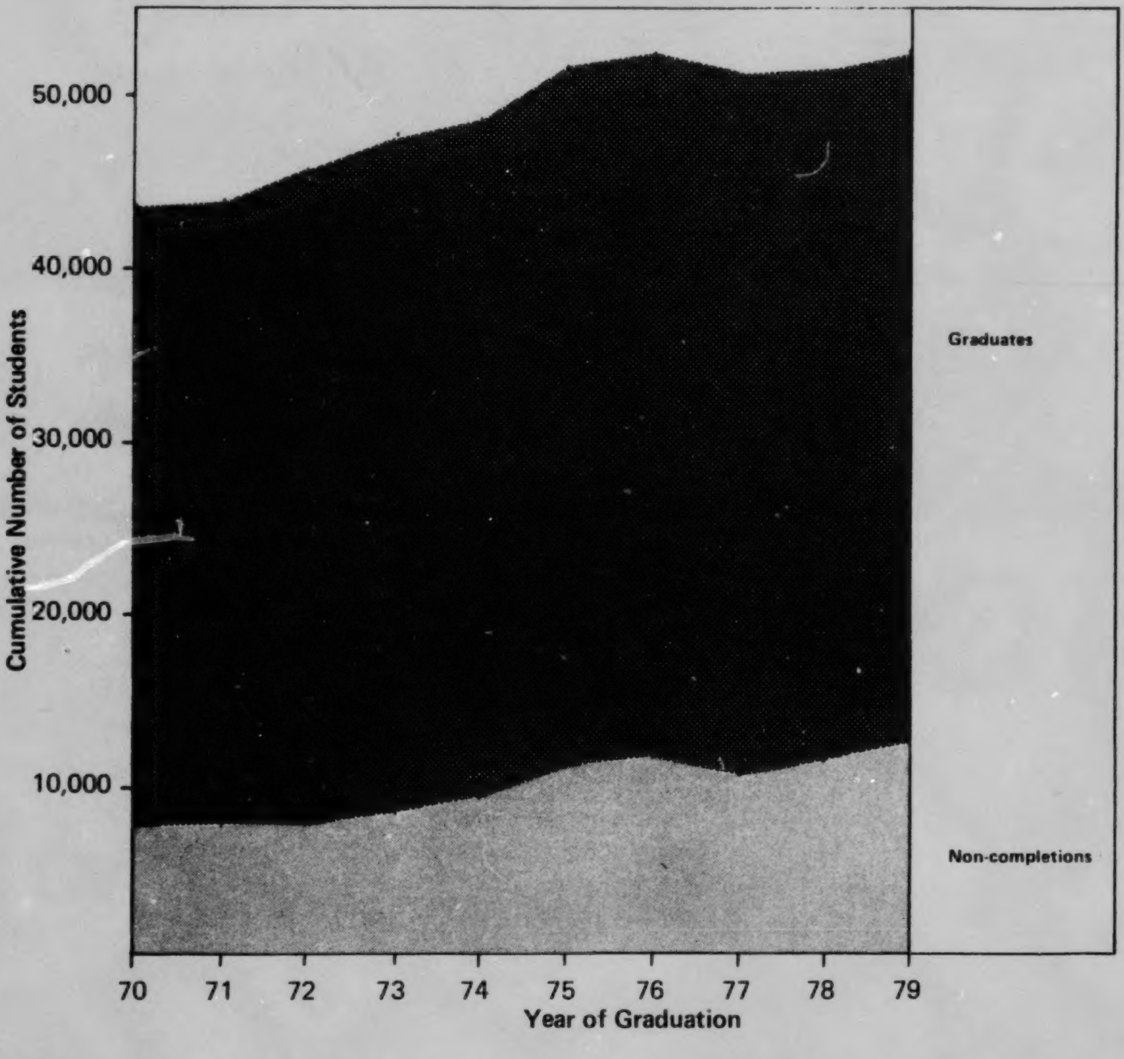
1. Excludes vocational-technical school graduates

Sources: "Local Public School Enrollment and Enrollments in Other Educational Facilities," Connecticut State Department of Education, 1965-1974.

Unpublished data, CSDE from ED268, "Graduate Follow-up."

FIGURE 3.14

STUDENT ATTRITION FROM GRADE 9 TO GRADUATION IN CONNECTICUT LOCAL PUBLIC SCHOOLS 1970 TO 1979



The percentage of 9th graders who were graduated four years later has declined from 82.4 percent in 1970 to 76.1 percent in 1979. In 1979 this translates into almost 12,500 students who dropped out, died, transferred, were retained or were graduated early.

TABLE 3.15

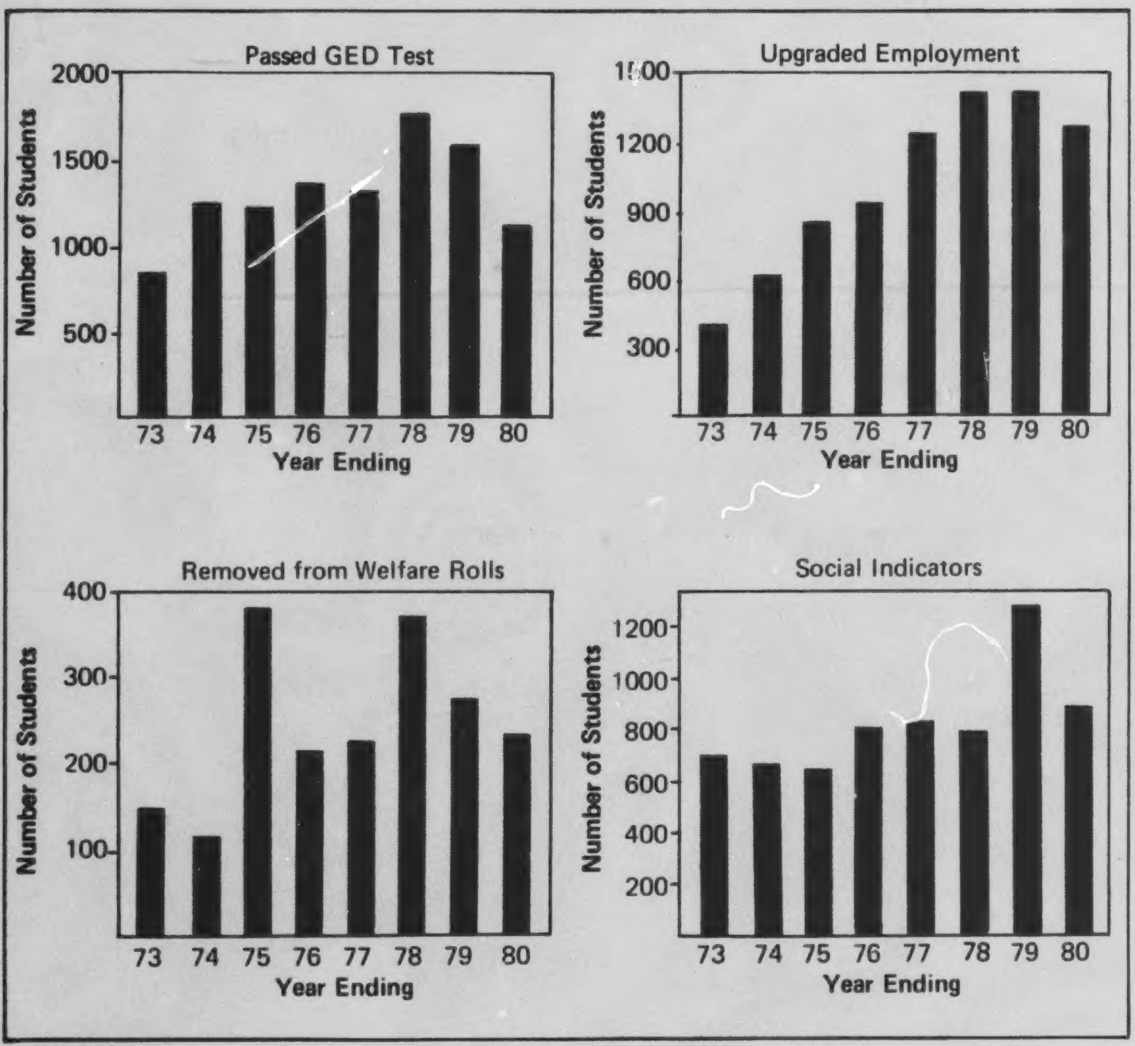
ADULT BASIC EDUCATION PROGRAM IMPACT
1972-73 TO 1979-80

Year	Passed General Education Development Test	Removed from Public Assistance Rolls	Upgraded or Obtained Employment	Registered to Vote, Received Citizenship or Received a Drivers License
1979-80	1113	231	1274	880
1978-79	1603	276	1438	1283
1977-78	1804	374	1431	788
1976-77	1310	227	1259	817
1975-76	1375	217	954	810
1974-75	1237	383	866	655
1973-74	1234	111	630	666
1972-73	888	143	425	688

Source: Department of Health, Education and Welfare OE form 365-1, "Adult Basic Education Annual Program Report."

FIGURE 3.15

ADULT BASIC EDUCATION PROGRAM IMPACT
1972-73 TO 1979-80



Since 1972, over 10,000 students in adult basic education programs have passed the high school equivalency test about 2000 have been removed from the welfare rolls and over 8,000 have upgraded or obtained employment.

TABLE 3.16

NUMBER OF STUDENTS PASSING HIGH SCHOOL EQUIVALENCY EXAMINATION 1971 TO 1979

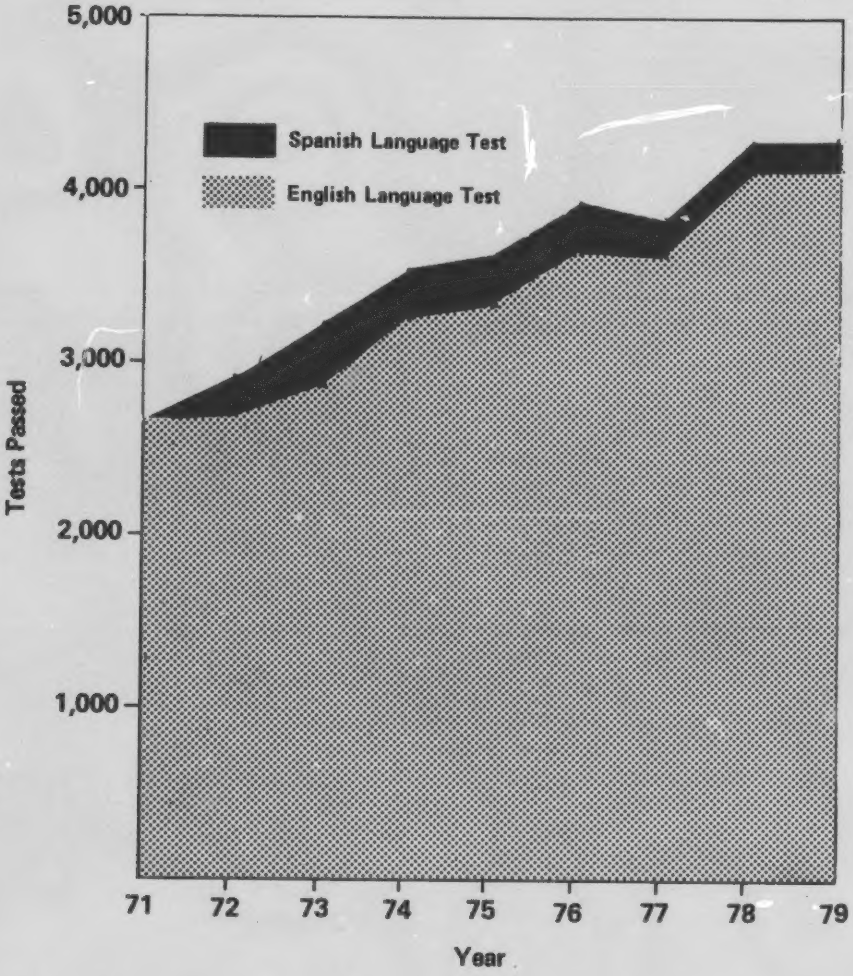
Year	English Language Test	Spanish Language Test	Total
1979	4,151	159	4,310
1978	4,131	186	4,317
1977	3,645	232	3,877
1976	3,676	269	3,945
1975	3,359	303	3,662
1974	3,293	253	3,546
1973	2,848	376	3,224
1972	2,696	221	2,917
1971	2,634	*	2,634

* The Spanish version of the test was first available in May 1972.

Source: Unpublished data, High School Equivalency Testing Program. Connecticut State Department of Education, March 1980.

FIGURE 3.16

NUMBER OF STUDENTS PASSING HIGH SCHOOL EQUIVALENCY EXAMINATION 1971 TO 1979



In 1979, 4,310 Connecticut residents passed the General Educational Development tests. This entitled them to a State High School Diploma. This number has increased 64% since 1971.

IV. STAFF

The changes that have been affecting schools in the 1970s, notably the declining enrollment and the changing characteristics of the public school student, continued to influence the statistical profile of the professional staff in Connecticut's public schools. This profile now reveals that teachers are better paid, have more education, are older and more experienced, and have fewer students in their classes than in recent years. Yet, despite these favorable trends, there are indications that schools are starting to have difficulty attracting qualified people in selected subject areas. Fewer parents want their children to take up teaching as a career; fewer high school graduates are selecting education as a field of study in college; Connecticut colleges are graduating fewer students in education; some teaching positions went unfilled because of a lack of qualified applicants; teachers' salaries have failed to keep pace with inflation; and schools are expecting shortages in several areas. How this problem is handled could determine the quality of education in Connecticut in the 1980s.

In the Fall of 1979 there were 39,204 certified full-time professionals in the local public schools in Connecticut (see Table 4.01). This was 374 fewer than the prior year, a decline of almost one percent. The true magnitude of the decline was masked somewhat by the increase of 260 teachers in special education. The number of elementary teachers declined by 353 (2.7%) and subject area (including vocational education) teachers declined by 289 (1.6%). There were essentially no changes among support staff and administrators. This decline, although moderate when compared to the decline in the number of students, still resulted in smaller average class sizes, a distinct benefit to those educationally disadvantaged students in our schools.

The distribution of staff by assignment area reflects the changes that have occurred recently. In the Fall of 1976 general elementary teachers represented 34.9% of the staff, but in 1979 only 32.8% of the staff were in this group (see Table 4.02). The percentage of subject area teachers (39.9%), vocational education teachers (6.7%) and administrators (5.7%) remained relatively unchanged between 1976 and 1979. In these years the percentage of support staff (counselors, social workers, school psychologists, psychological examiners and reading consultants) increased from 6.3% to 6.8% and the percentage of special education teachers increased from 6.7% to 8.0%.

One of the ways that school districts have attempted to meet the needs of their minority students is to hire more minority staff members. Between 1970 and 1979 the number of minority staff grew from 1,398 to 2,196, a 57% increase (see Table 4.01). Concurrently the percentage of minority staff rose from 3.7% to 5.5% of the total staff. Particularly notable was the increase in Hispanic educators from 137 to 512, a 374% gain. These gains have occurred despite the cutback in the total number of teachers and the increased opportunities for minorities in other professions.

The number of teachers and support staff per student increased as the relative rate of decline in students exceeded that in the professional staff. Between 1978 and 1979 there was a 4.3% decline in the number of students in the local public schools, a 1.1% decline in teachers and a 0.3% decline in support staff. This caused the average number of teachers per 1000 students to rise from 61.5 to 63.5 (equivalent to a student teacher ratio of 15.7:1) (see Table 4.03). Not only did the mean number of teachers per 1000 students increase, but also there was a tendency for districts at the extremes of the distribution to move toward the center. In 11 of 12 districts with low staffing ratios in 1978, this number increased in 1979, while in over half of these districts with high ratios (over 72.0 in 1978) it decreased. However, the range of 45.4 to 84.7 teachers per 1000 students in 1979 still indicates that there is considerable variability among districts.

Concurrently, the average number of support staff per 1000 students increased from 4.8 in 1978 to 5.1 in 1979 (see Table 4.04). In 120 districts this number increased or remained unchanged. In 1979 this ranged from 0 to 9.7 in the state's 165 school districts. Those school districts reporting no support staff typically hire outside consultants to perform these services.

The average number of administrators per 100 teachers and support staff increased very slightly from 6.1 in the Fall of 1978 to 6.2 in 1979 (see Table 4.05). In 75 districts it declined or remained unchanged while in 90 it increased. However, this ratio is very sensitive to small changes in the number of staff, such as the situation where an administrative position is unfilled at the start of the school year. The statistical profile of administrators shows that they earned on an average of $27,032, had over 19 years of teaching or administrative experience in Connecticut public schools, were 46.7 years old, and had earned a 6th year certificate (see Tables 4.06-4.09).

The statistical profile of the teachers and support staff indicates that they, on average earned $16,454, had taught for 10.7 years, were 38.9 years old and had earned a Masters degree (see Tables 4.06-4.09). This profile has changed significantly in recent years. Between 1976 and 1979 the average salary of teachers and support staff increased at an average annual rate of 6.1%, while in the same period the urban consumer price index increased 8.5% annually. The mean age of the teachers and support staff increased an average of 1.3 years between 1976 and 1979, while the percentage under 30 declined sharply from 36.8% to 25.1% of these staff. Concurrently the proportion holding at least a Masters degree increased from 58.2% to 67.1%. This profile can be expected to continue to change if teacher turnover remains small.

Women still occupy the "traditional" positions in the schools (see Table 4.10). They predominate in the areas of special education, library/media, reading consultant, elementary and language teacher; while men predominate in the areas of mathematics, vocational education, history, sciences, and administration. Women were unable to make significant inroads toward assuming administrative positions. In 1977-78 it was estimated that 15.2% of administrators were women. In 1978-79 this percentage fell to 14.5% and in 1979-80 it was 14.2%. Reduced turnover and increased opportunities outside of education have made it difficult to increase this percentage.

When the data on teacher supply and demand are reviewed, a pattern of shortage and excess rather than balance emerges (see Table 4.11). Nationwide in the early 1960s the demand for teachers exceeded the supply. Between the mid 1960s and the mid 1980s the supply of teachers was (and is projected to be) greater than the demand. In the mid 1980s the demand for teachers is expected once again to exceed the supply.

Currently in Connecticut there are indications of an impending shortage of teachers. In the Spring of 1980 a survey of teacher demand and shortage was returned by 110 of 165 public schools. In 1979-80 at least two districts sought, but were unable to hire, a qualified teacher in the areas of industrial arts, mathematics, reading, emotionally disturbed, speech impaired or mentally retarded. In addition to these areas of current shortages, school districts projected that the demand for teachers in gifted and talented, industrial arts, emotionally disturbed, learning disabled, speech impaired and trade and industry would increase in the next five years. They also anticipated lower demand in general elementary, art, English, foreign languages, physical education and social studies. Areas of immediate concern are those with current shortages and expected increase in demand. However, if colleges continue to graduate fewer students in education, the other areas could have a shortage of quality teachers in the near future.

The decline in the number of education graduates from Connecticut colleges and universities has been steep and preliminary indications are that it will continue (see Table 4.12). In 1972-73 these schools graduated about 3000 students with a Bachelors degree in education. In 1978-79 that number was 1,415, a 53% decline. In 1975-76, these colleges awarded 3,221 Masters degrees in the fields of education. By 1978-79 that number had dropped by 20% to 2,569. Those students who received their Bachelors degree in 1978-79 were likely to have been high school graduates in 1975 (see Table 4.13). In that year 9.2% of the Connecticut college-bound high school seniors responded that they planned to study in an area of education in college. In 1980 that figure had dropped to 6.1%. The 12th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools asked, "Would you like to have a child of yours take up teaching in the public schools as a career?" In 1980 less than half of the respondents answered affirmatively as compared to three-quarters who responded affirmatively in 1969. These findings, coupled with salaries that have failed to keep pace with inflation, a changing teaching environment, more attractive job opportunities outside of education, and the perception that there are few job opportunities in education are likely to lead to a future shortage of teachers if no intervention is taken.

In retrospect, the timing of Connecticut's 1974 Teacher Evaluation Law, CGS 10-151b, was fortuitous as school districts are expected to have fewer quality applicants from which to choose. Under the teacher evaluation process, school districts evaluate a professional's strengths and weaknesses based upon a set of objectives mutually determined by the person to be evaluated and the evaluator. Districts then are expected to develop and implement a plan for addressing the identified needs and weaknesses. By 1979, the final year for implementation of the law, 94% of the school districts were in substantial compliance (see Table 4.14). The few remaining districts have submitted plans that will bring them into compliance within one year.

This is a time of challenges and contradictions for the teaching profession. Salaries are up, yet teachers are leaving because they are underpaid; the level of education and years of teaching experience have increased, yet the public perceives that the quality of teaching has declined; there is an overall surplus of teachers, yet there are selected shortages; the number of students per teacher has declined, yet student achievement has declined. These and other challenges must be met if Connecticut students are to continue to receive the quality of instruction to which they are entitled.

TABLE 4.01

NUMBER OF MINORITY AND NON-MINORITY STAFF IN LOCAL PUBLIC SCHOOLS
1970 TO 1979

Fall of School Year	Total Staff (A)*	Total Staff (B)*	Non-Minority Staff	Minority Staff
1979	39,204	40,210	38,014	2,196
1978	39,578	40,375	38,209	2,166
1977	NA	40,404	38,322	2,069
1976	NA	40,408	38,369	2,039
1975	NA	40,118	38,164	1,954
1974	NA	41,007	39,060	1,947
1973	NA	40,211	38,412	1,799
1972	NA	39,454	37,740	1,714
1971	NA	38,990	37,386	1,604
1970	NA	37,851	36,453	1,398

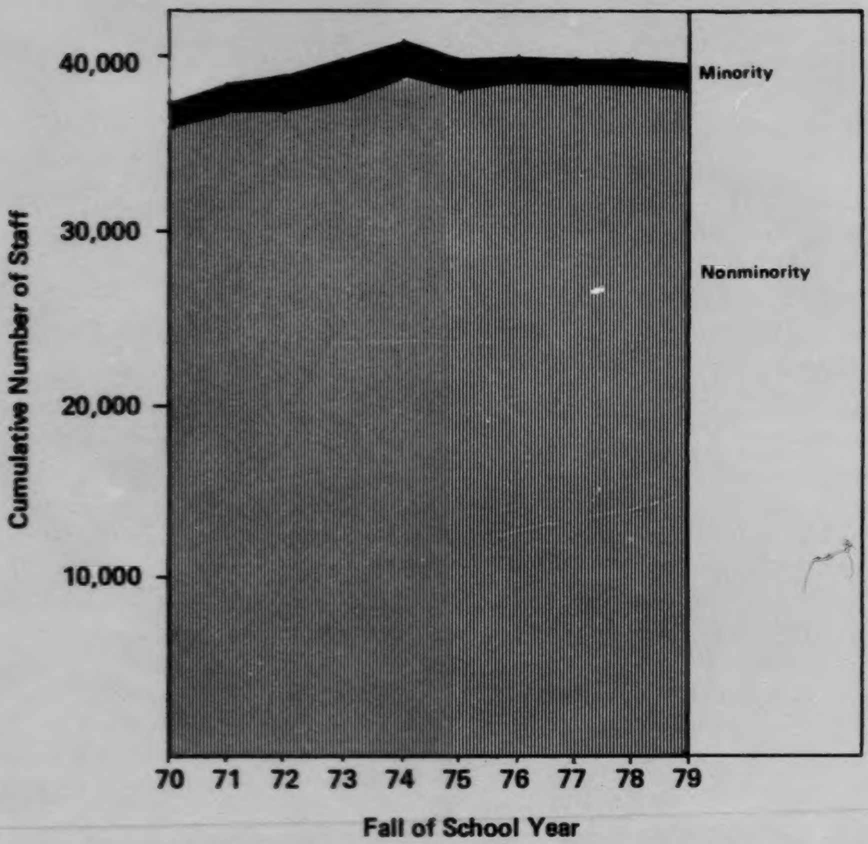
*The staff totals in column A were taken from the individual teacher records of the Teachers' Retirement System and were published in the Staff Reports of 1979 and 1980. These counts accurately reflect the number of fulltime professional staff, but are available for two years only. The staff totals in column B and subsequent columns were taken from the Racial Surveys of the Connecticut State Department of Education. They are useful for the relative information that they provide.

Sources: "Minority Pupils and Staff in the Connecticut Public Schools – October 1, 1979." Connecticut State Department of Education, February 1980.

"School Staff Report," Connecticut State Department of Education, June 1980, June 1979.

FIGURE 4.01

NUMBER OF MINORITY AND NONMINORITY STAFF
IN LOCAL PUBLIC SCHOOLS
1970 TO 1979



The size of the public school staff has declined in the past three years. However, the minority staff has been steadily increasing, up 57% since 1970. Minorities now comprise 5.5% of the total staff.

TABLE 4.02

DISTRIBUTION OF FULL-TIME PROFESSIONAL STAFF BY ASSIGNMENT AREA, 1976 TO 1979

	Percent of Staff			
Assignment Area	1976	1977	1978	1979
General Elementary Teacher	34.9	34.3	33.4	32.8
Subject Area Teacher	39.6	39.6	40.0	39.9
Special Education Teacher	6.7	6.7	7.3	8.0
Vocational Education Teacher[1]	6.7	6.8	6.9	6.7
Support Staff	6.3	6.5	6.8	6.8
Administrator	5.8	5.8	5.7	5.7

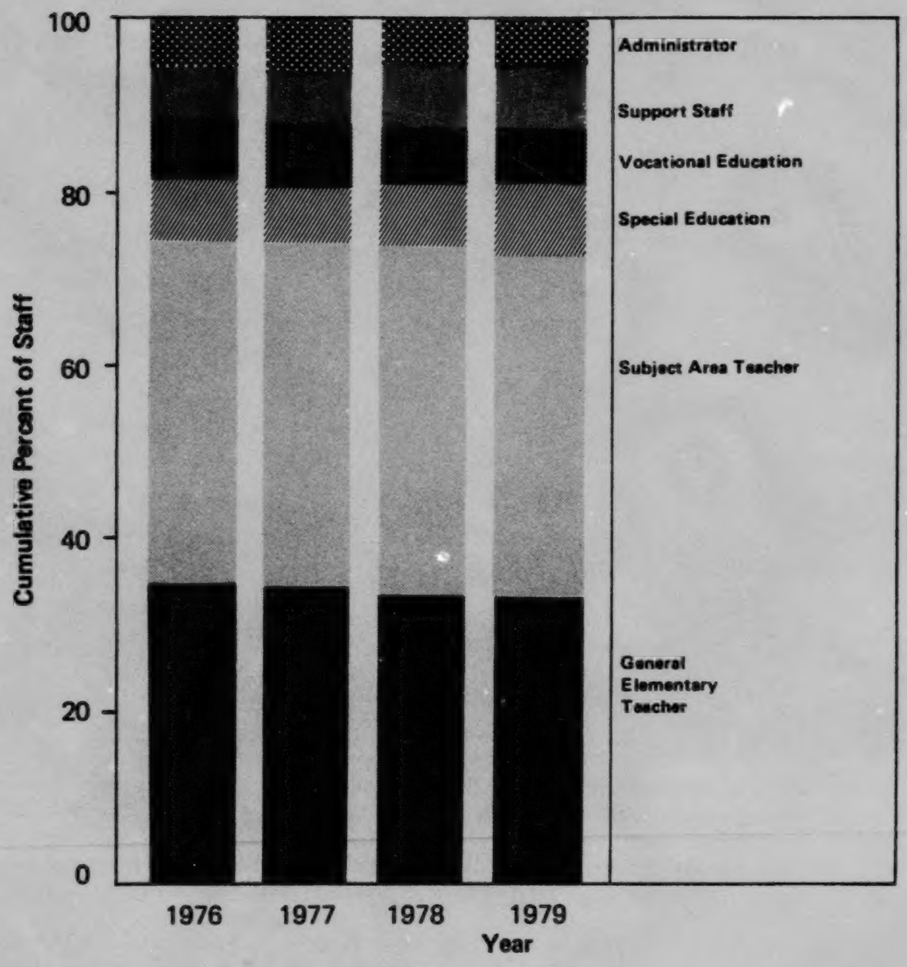
[1] Includes business, industrial arts, vocational homemaking, vocational agriculture, distributive education, skilled trades and related vocational subjects.

Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980.

Unpublished data, CSDE form ED004, "School Staff Report," September 1977.

FIGURE 4.02

DISTRIBUTION OF FULL-TIME PROFESSIONAL STAFF BY ASSIGNMENT AREA, 1976 TO 1979



In the past three years the proportion of general elementary teachers has declined while the proportion of subject area teachers, special education teachers, vocational education teachers and support staff has either remained the same or increased slightly.

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TABLE 4.03

TEACHERS PER 1000 STUDENTS
1978 AND 1979

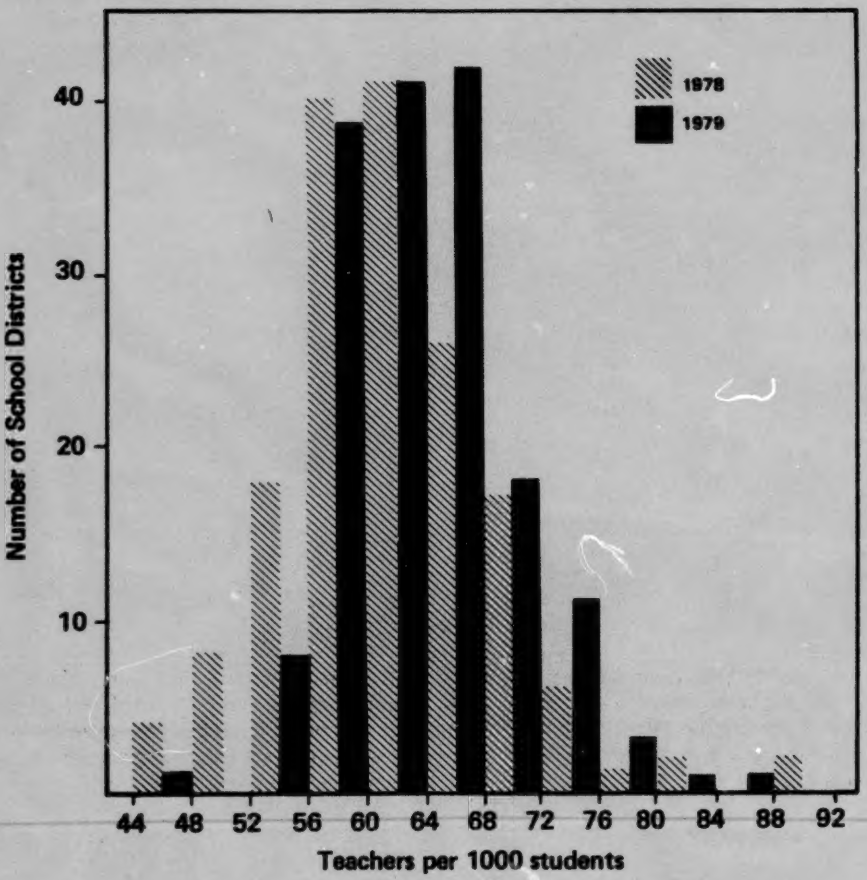
Teachers Per 1000 Students	Number of School Districts		Percentage of School Districts	
	1978	1979	1978	1979
88 - 91	2	0	1.2	0.0
84 - 87	0	1	0.0	0.6
80 - 83	2	1	1.2	0.6
76 - 79	1	3	0.6	1.8
72 - 75	6	11	3.6	6.7
68 - 71	17	18	10.3	10.9
64 - 67	26	42	15.8	25.5
60 - 63	41	41	24.8	24.8
56 - 59	40	39	24.2	23.6
52 - 55	18	8	10.9	4.8
48 - 51	8	0	4.8	0.0
44 - 47	4	1	2.4	0.6
Total	**165**	**165**	**100.0**	**100.0**

*The number of full-time equivalent teachers per 1000 students has been adjusted for regional allocation of personnel, allocation of personnel from Shared Services and Supervisory-Combined District 4, identifiable reporting errors and minor (second) assignment of personnel. It has been assumed that personnel with two assignments spend 75 percent of their time on their major (first) assignment and 25 percent of their minor (second) assignment. The data were collected in the fall of the school year.

Sources: "School Staff Report," Connecticut State Department of Education, June 1979, June 1980.

FIGURE 4.03

TEACHERS PER 1000 STUDENTS, 1978 AND 1979



The average number of teachers per 1000 students increased from 61.5 in 1978 to 63.5 in 1979. There was less variability among districts in 1979 than in 1978. All K-12 districts had fewer than 76 teachers per 1000 students.

TABLE 4.04

SUPPORT STAFF PER 1000 STUDENTS
1978 AND 1979

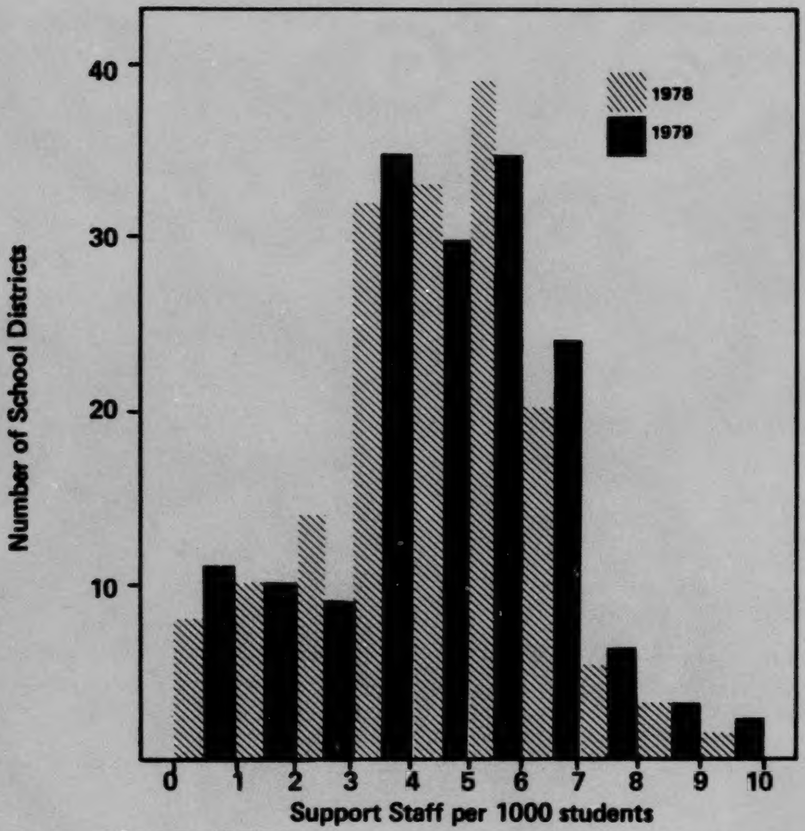
Support Staff per 1000 Students	Number of School Districts		Percentage of School Districts	
	1978	1979	1978	1979
9.0 - 9.9	1	2	0.6	1.2
8.0 - 8.9	3	3	1.8	1.8
7.0 - 7.9	5	6	3.0	3.6
6.0 - 6.9	20	24	12.1	14.5
5.0 - 5.9	39	35	23.6	21.2
4.0 - 4.9	33	30	20.0	18.2
3.0 - 3.9	32	35	19.4	21.2
2.0 - 2.9	14	9	8.5	5.5
1.0 - 1.9	10	10	6.1	6.1
0.0 - 0.9	8	11	4.8	6.7
Total	165	165	100.0	100.0

*The number of full-time equivalent support staff per 1000 students has been adjusted for regional allocation of personnel, allocation of personnel from Shared Services and Supervisory-Combined District 4, identifiable reporting errors and minor (second) assignment of personnel. It has been assumed that personnel with two assignments spend 75 percent of their time on the major (first) assignment and 25 percent on their minor (second) assignment. The data were collected in the fall of the school year.

Sources: "School Staff Report," Connecticut State Department of Education, June 1979, June 1980.

FIGURE 4.04

SUPPORT STAFF PER 1000 STUDENTS, 1978 AND 1979



The average number of support staff per 1000 students increased from 4.8 in 1978 to 5.1 in 1979. In 120 districts this ratio increased or remained unchanged. The districts with no support staff usually hire private consultants to perform some of these services.

TABLE 4.05

NUMBER OF ADMINISTRATORS PER 100 NON-ADMINISTRATORS, 1978 AND 1979

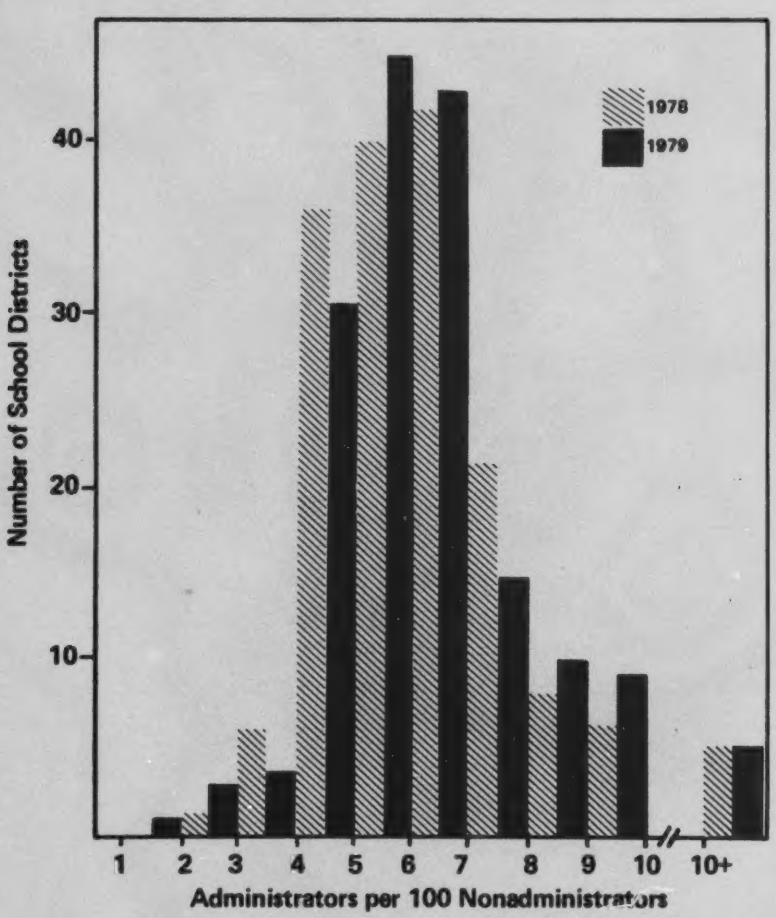
Administrators Per 100 Non-administrators*	Number of Districts		Percent of Districts	
	1978	1979	1978	1979
10.0 and above	5	5	3.0	3.0
9.0 - 9.9	6	8	3.6	4.8
8.0 - 8.9	8	10	4.8	6.1
7.0 - 7.9	21	15	12.7	9.0
6.0 - 6.9	42	43	25.5	26.1
5.0 - 5.9	40	45	24.2	27.3
4.0 - 4.9	36	31	21.8	18.8
3.0 - 3.9	6	4	3.6	2.4
2.0 - 2.9	1	3	0.6	1.8
1.0 - 1.9	0	1	0.0	0.6
Total	165	165	100.0	100.0

*The number of full-time equivalent administrators per 100 full-time equivalent non-administrators has been adjusted for regional allocation of personnel, allocation of personnel from Shared Services and Supervisory-Combined District 4, identifiable reporting errors and minor (second) assignments of personnel. Personnel with two assignments have been assumed to spend 75 percent of their time on their first (major) assignment and 25 percent on their second (minor) assignment. The data were collected in the fall of the school year.

Sources: "School Staff Report," Connecticut State Department of Education, June 1979, June 1980.

FIGURE 4.05

NUMBER OF ADMINISTRATORS PER 100 NONADMINISTRATORS 1978 AND 1979



In both 1978 and 1979 there was an average of 6.2 administrators per 100 teachers and support staff. The increased range noted in 1979 reflects the sensitivity of this index to small changes in staff or to unfilled administrative positions.

TABLE 4.06

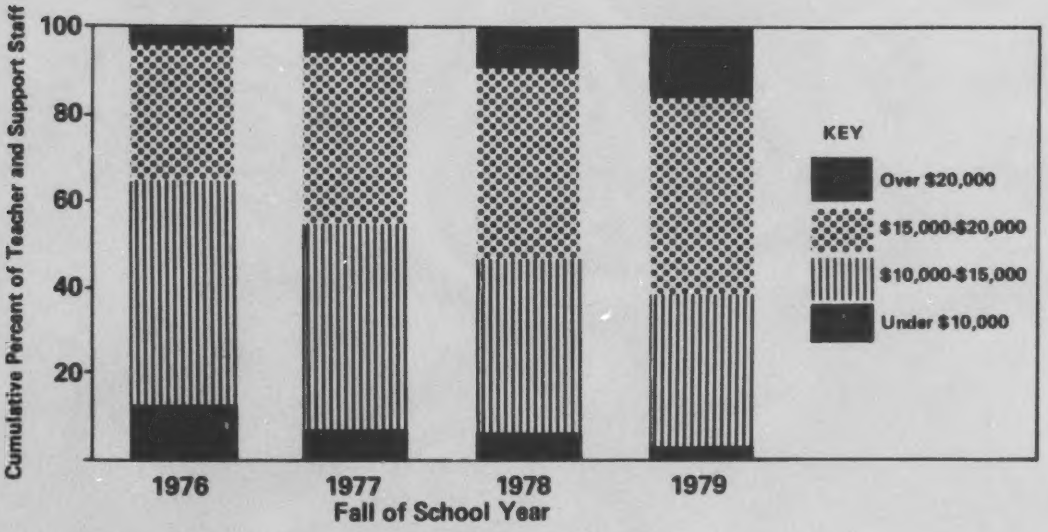
SALARY OF FULL-TIME PROFESSIONAL STAFF
1976 TO 1979

	Percentage of Teachers and Support Staff				Percent of Administrators			
Salary	1976	1977	1978	1979	1976	1977	1978	1979
Over $30,000	0.0	0.0	0.0	0.0	5.4	10.1	15.4	21.8
27,501 - 30,000	0.0	0.0	0.1	0.2	6.6	8.5	12.1	17.2
25,001 - 27,500	0.1	0.2	0.6	1.4	11.9	17.3	21.9	25.9
22,501 - 25,000	0.4	1.4	2.7	4.0	22.8	28.3	28.8	21.4
20,001 - 22,500	2.8	4.3	6.7	11.4	31.0	22.6	15.0	9.1
17,501 - 20,000	9.2	14.5	20.0	23.5	14.2	9.1	4.8	3.2
15,001 - 17,500	22.8	25.0	24.3	22.1	5.4	3.1	1.5	1.0
12,501 - 15,000	24.9	25.3	22.7	19.8	2.0	0.8	0.3	0.2
10,001 - 12,500	27.4	22.3	18.4	15.0	0.6	0.2	0.1	0.1
7,501 - 10,000	12.0	6.9	4.6	2.5	0.1	0.0	0.1	0.0
7,500 + below	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Mean Salary	$13,794	$14,714	$15,482	$16,454	$21,618	$23,827	$25,633	$27,032

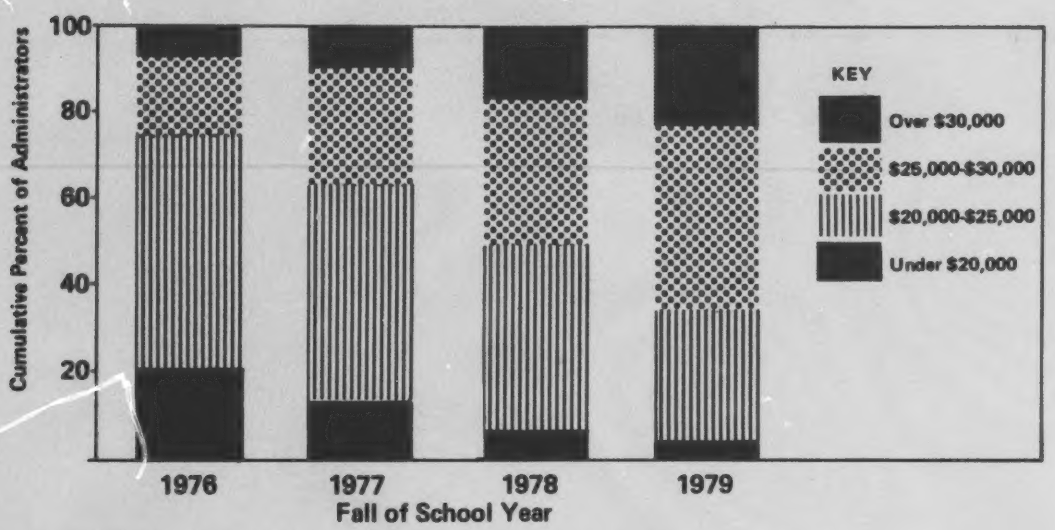
Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980.
Unpublished data, Connecticut State Department of Education, Form ED004, School Staff Report, 1976.

FIGURE 4.06

SALARY OF FULL-TIME PROFESSIONAL STAFF
1976 TO 1979



The mean salary of teachers and support staff increased from $13,794 in the fall of 1976 to $16,454 in the fall of 1979.



The mean salary of administrators increased from $21,618 in the fall of 1976 to $27,032 in the fall of 1979.

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TABLE 4.07

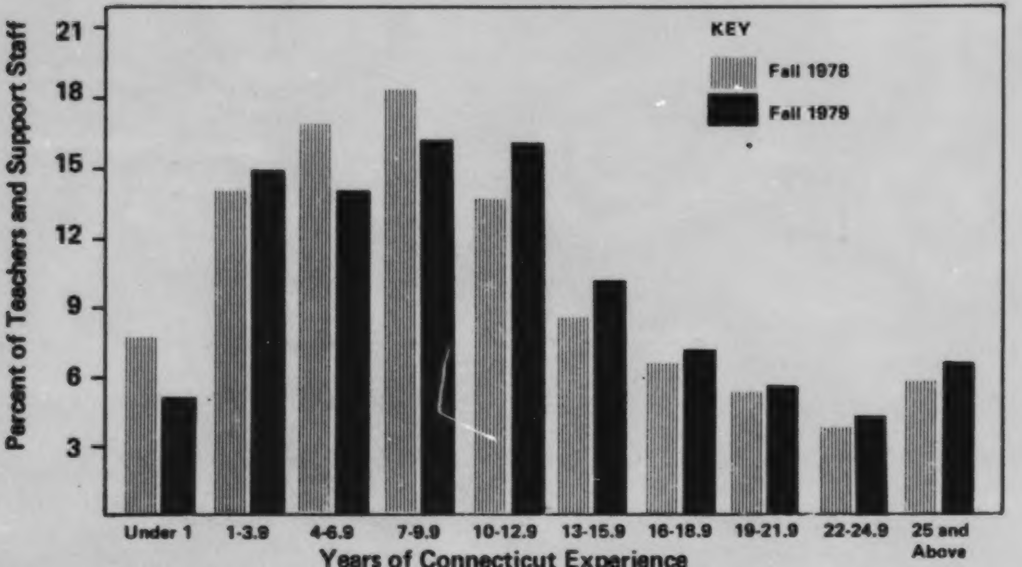
YEARS OF CONNECTICUT EXPERIENCE OF FULL-TIME PROFESSIONAL STAFF 1978 AND 1979

Years of Connecticut Experience	Teachers and Support Staff				Administrators			
	1978		1979		1978		1979	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
25 and above	2,181	5.8	2,453	6.6	619	27.7	654	29.0
22 - 24.9	1,384	3.7	1,538	4.2	255	11.4	267	11.9
19 - 21.9	1,948	5.2	2,002	5.4	300	13.4	300	13.3
16 - 28.9	2,424	6.5	2,635	7.1	290	13.0	274	12.2
13 - 15.9	3,222	8.6	3,683	10.0	227	10.1	212	9.4
10 - 12.9	5,026	13.5	5,895	16.0	185	8.3	214	9.5
7 - 9.9	6,927	18.6	6,220	16.8	160	7.1	133	5.9
4 - 6.9	6,401	17.1	5,209	14.1	62	2.8	68	3.0
1 - 3.9	4,993	13.4	5,474	14.8	85	3.8	78	3.5
less than 1	2,834	7.6	1,842	5.0	55	2.5	53	2.4
Total	**37,340**	**100.0**	**36,951**	**100.0**	**2,238**	**100.0**	**2,253**	**100.0**

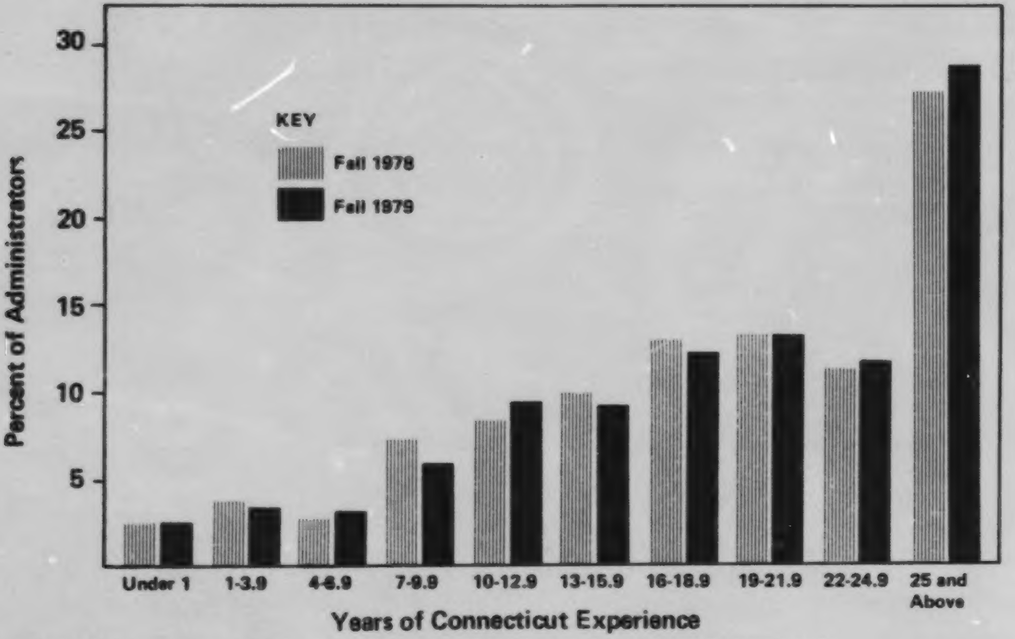
Sources: School Staff Report," Connecticut State Department of Education, June 1979, June 1980.

FIGURE 4.07

YEARS OF CONNECTICUT EXPERIENCE OF FULL-TIME PROFESSIONAL STAFF, 1978 AND 1979



The average number of years teaching experience in Connecticut for teachers and support staff was 10.0 in 1978 and 10.7 in 1979.



Administrators averaged 18.5 years of experience in Connecticut schools in 1978 and 19.1 in 1979.

TABLE 4.08

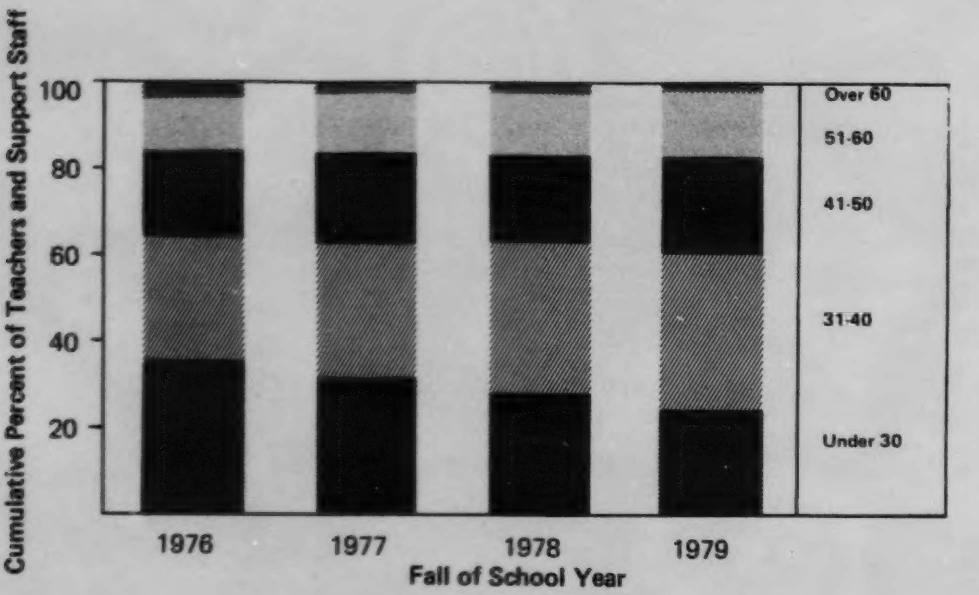
AGE OF FULL-TIME PROFESSIONAL STAFF 1976 TO 1979

	Percentage of Teachers and Support Staff				Percentage of Administrators			
Age	1976	1977	1978	1979	1976	1977	1978	1979
Over 65	0.8	0.5	0.5	0.5	1.8	1.1	1.3	0.8
61 - 65	2.7	2.1	2.2	2.2	3.4	3.0	3.0	3.2
56 - 60	5.2	5.4	5.5	5.7	9.8	10.1	10.4	10.7
51 - 55	7.3	7.9	8.4	8.8	17.1	18.6	18.2	19.4
46 - 50	9.7	10.6	10.7	10.8	21.6	21.9	23.4	22.5
41 - 45	10.3	10.7	10.8	11.0	20.1	19.6	19.1	19.1
36 - 40	10.4	11.5	12.6	14.3	14.4	14.7	14.3	14.6
31 - 35	16.9	19.2	20.9	21.5	9.2	9.3	9.3	8.3
26 - 30	26.6	24.1	21.3	18.7	2.5	1.7	1.1	1.6
Under 26	10.2	8.0	7.1	6.4	0.0	0.0	0.0	0.0

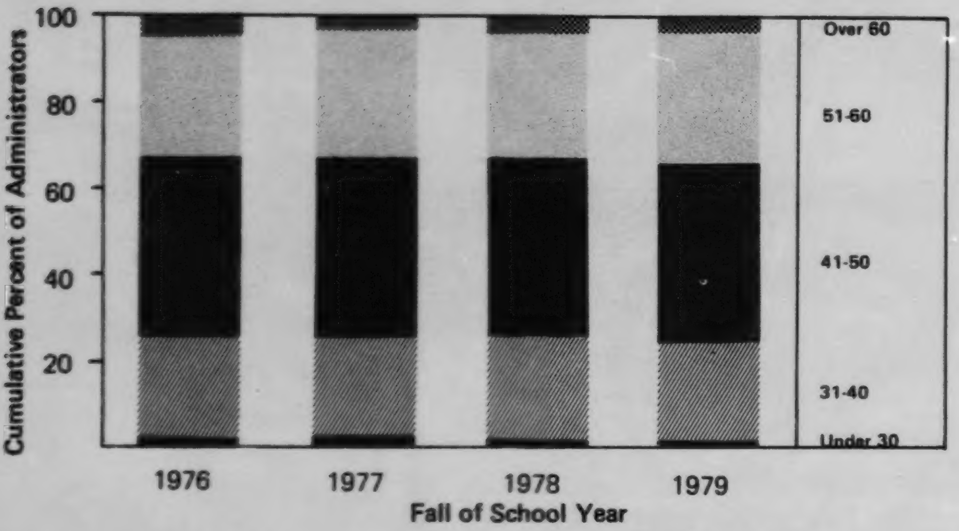
Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980.
Unpublished data, CSDE form ED004, School Staff Report, October 1977.

FIGURE 4.08

AGE OF FULL-TIME PROFESSIONAL STAFF
1976 TO 1979



The proportion of teachers and support staff thirty years old and under has declined from 36.8 percent in 1976 to 25.1 percent in 1979, as the need for new teachers has declined. The mean age has increased from 37.6 to 38.9 years old in this period.



The distribution of the age of administrators has changed little in recent years. In 1976 the mean age was 46.4, and in 1979 it was 46.7 years.

TABLE 4.09

EDUCATION LEVEL OF FULL-TIME PROFESSIONAL STAFF 1976 TO 1979

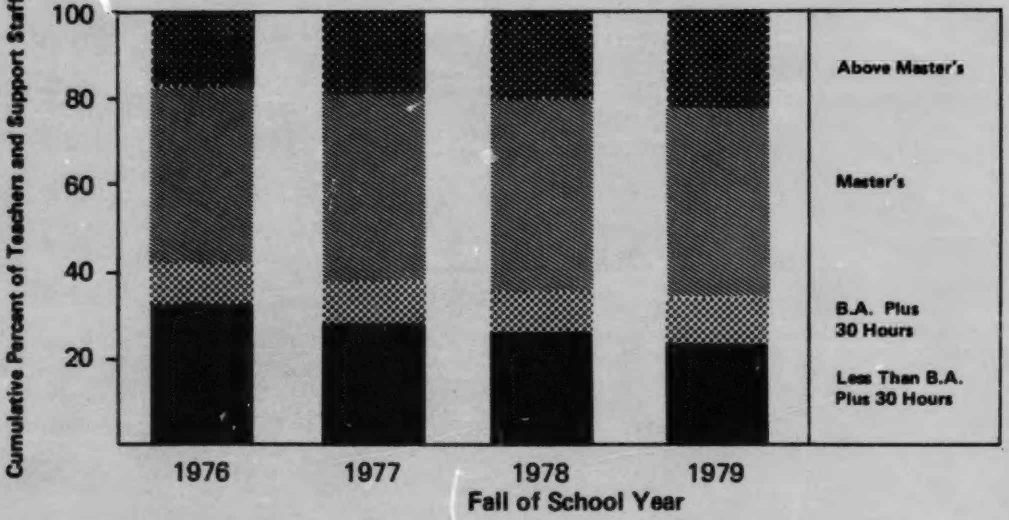
	Percent of Teachers and Support Staff				Percent of Administrators			
Education Level	**1976**	**1977**	**1978**	**1979**	**1976**	**1977**	**1978**	**1979**
Doctorate	0.5	0.7	0.8	1.0	10.6	11.9	13.0	13.4
6th Year	11.5	12.4	14.2	15.8	62.3	63.7	63.8	64.8
Masters and 15 hours	4.9	5.5	5.2	5.1	9.8	9.8	10.6	10.0
Masters	41.3	43.9	44.7	45.2	14.8	12.9	11.2	10.5
Bachelors and 30 hours	9.2	9.8	10.3	10.1	0.6	0.6	0.4	0.3
Bachelors and 15 hours	4.5	4.1	3.5	3.0	0.6	0.5	0.5	0.5
Bachelors	28.0	23.3	21.1	19.6	1.1	0.5	0.5	0.5
Less Than Bachelors	0.3	0.2	0.2	0.2	0.0	0.1	0.0	0.0

Sources: "School Staff Report," Connecticut State Department of Education, May 1978, June 1979, June 1980.

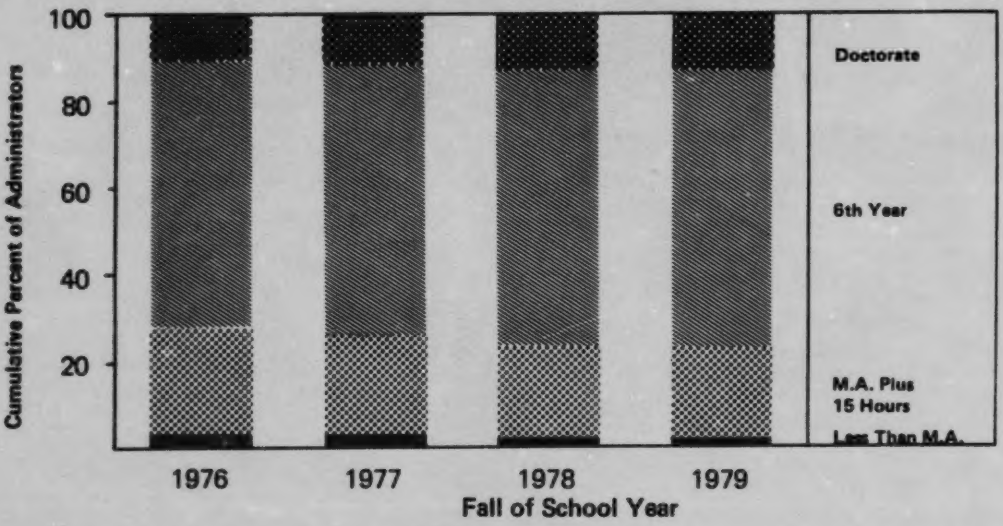
Unpublished data, ED004, School Staff Report, 1976.

FIGURE 4.09

EDUCATION LEVEL OF FULL-TIME PROFESSIONAL STAFF 1976 TO 1979



The proportion of teachers and support staff holding at least a master's degree has increased from 58.2 percent in 1976 to 67.1 percent in 1979.



The proportion of administrators holding at least a sixth year certificate has increased from 72.9 percent in 1976 to 78.2 percent in 1979.

TABLE 4.10

STAFF SEX RATIOS FOR SELECTED ASSIGNMENTS
FALL 1979

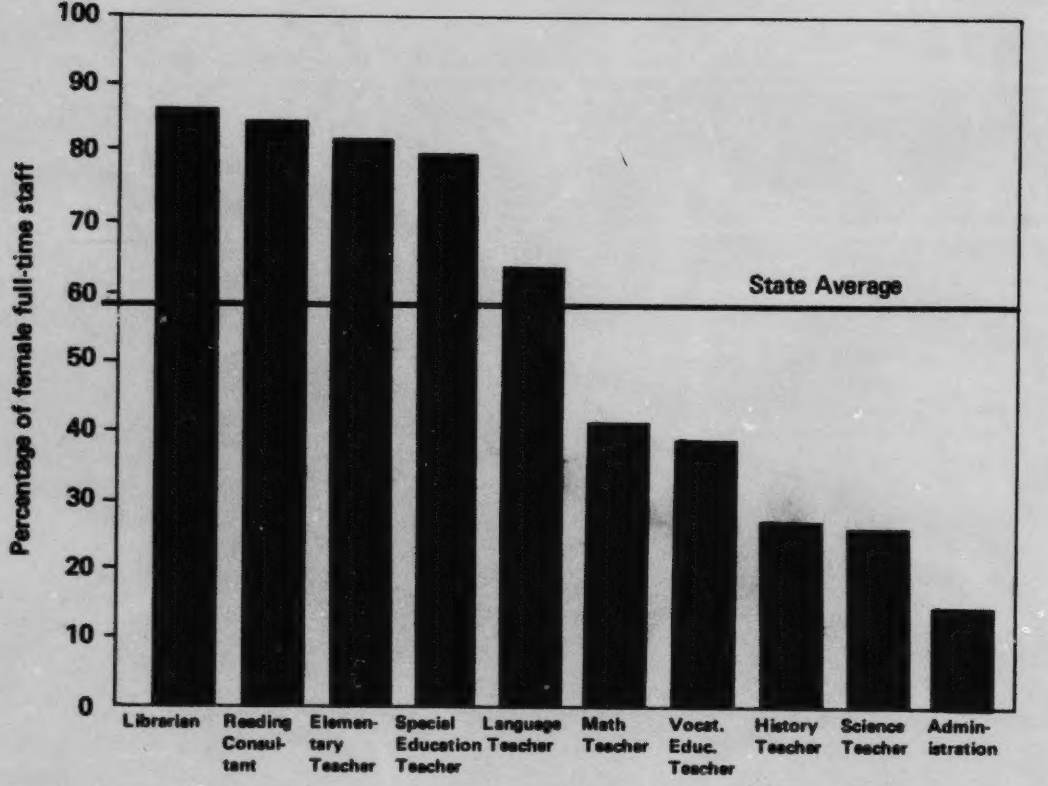
	Females		Males	
Assignment	**Number**	**Percent**	**Number**	**Percent**
Library/Media	496	86.3	76	13.7
Reading Consultant	748	83.1	152	16.9
Elementary Teacher	10,473	81.4	2399	18.6
Special Education	2488	79.2	653	20.8
Language Teacher	2774	63.4	1601	36.6
Math Teacher	884	40.8	1282	59.2
Vocational Education Teacher	999	38.0	1629	62.0
History	567	26.5	1573	73.5
Sciences	541	25.5	1581	74.5
Administrator	321	14.2	1934	85.8
Total*	**23,376**	**59.6**	**15,828**	**40.4**

*Includes all assignments

Sources: "School Staff Report," Connecticut State Department of Education, June 1980.

FIGURE 4.10

STAFF SEX RATIOS FOR SELECTED ASSIGNMENTS
FALL 1979



The staff composition in the public schools reflects traditional patterns. In 1979, librarians, reading consultants, elementary teachers and special education teachers were predominantly female while math, science, history and vocational education teachers and administrators were predominantly males. This pattern is not unique to Connecticut, but is prevalent throughout the United State.

TABLE 4.11

EXPECTED TEACHER DEMAND IN SELECTED SUBJECT AREAS

	Percent of districts expecting demand to change in the next 5 years			
	Elementary[1]		Secondary[2]	
Subject Areas	Increased Demand	Decreased Demand	Increased Demand	Decreased Demand
General Elementary	0.9%	50.5%	---	---
Art	2.8%	12.1%	1.4%	16.7%
Bilingual	3.7%	2.8%	6.9%	1.4%
English	0.9%	7.5%	5.6%	27.8%
Foreign Languages	0.0%	6.5%	4.2%	30.6%
Gifted & Talented	14.0%	1.9%	6.9%	1.4%
Physical Education	1.9%	11.2%	0.0%	11.1%
Industrial Arts*	5.6%	5.6%	27.8%	6.9%
Mathematics*	3.7%	4.7%	20.8%	16.7%
Music	2.8%	10.3%	4.2%	11.1%
Reading*	2.8%	4.7%	8.3%	4.2%
General Science	---	---	2.8%	11.1%
Chemistry	---	---	9.7%	5.6%
Social Studies	0.0%	7.5%	0.0%	36.1%
Emotionally Disturbed (S.E.)*	9.3%	2.8%	13.9%	1.4%
Learning Disabled (S.E.)	14.0%	2.8%	23.6%	1.4%
Speech Impaired (S.E.)*	13.1%	1.9%	8.3%	0.0%
Mentally Retarded (S.E.)*	10.3%	4.7%	9.7%	2.8%
Trade and Industry (Voc. Ed.)	---	---	12.5%	0.0%

[1] based on 107 responding districts (out of 158 with elementary programs)

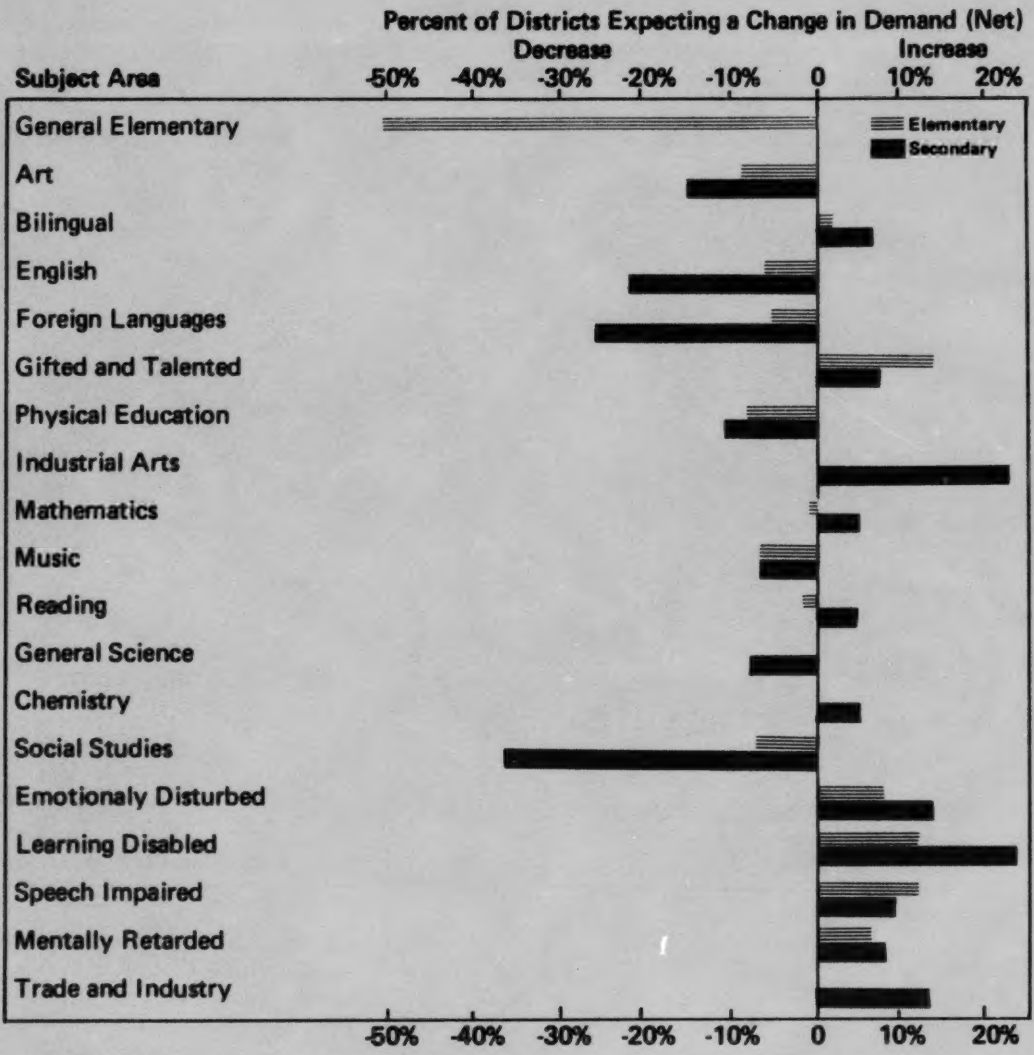
[2] based on 72 responding districts (out of 117 with secondary programs)

* existing current shortage - more than one district sought, but was unable to hire, a qualified teacher for the 1979-80 school year

Source: Teacher Demand and Shortage Analyses, School Year 1979-80, Report to the Connecticut State Board of Education, January 1981.

FIGURE 4.11

EXPECTED TEACHER DEMAND IN SELECTED SUBJECT AREAS



Within the next five years, school districts expect an increased demand for special education, gifted and talented, industrial arts and trade and industry teachers. Decreased demand is expected for elementary, art, English foreign language, physical education and social studies teachers.

TABLE 4.12

NUMBER OF GRADUATES IN SELECTED EDUCATION PROGRAMS FROM CONNECTICUT COLLEGES AND UNIVERSITIES 1972-73 TO 1978-79

		Year						
Program	**Level**	**72-73**	**73-74**	**74-75**	**75-76**	**76-77**	**77-78**	**78-79**
General Education	MA	382	230	264	315	208	138	221
Elementary Education	BA	1,603	1,182	893	807	601	518	306
	MA	756	700	573	689	597	490	427
Special Education[1]	BA	325	464	454	483	504	485	365
	MA	307	361	366	375	361	430	313
Pre-Elementary	BA	105	285	273	162	148	70	125
	MA	45	91	95	34	56	22	75
Educational Administration	MA	48	139	204	233	238	174	208
Student Personnel	MA	346	348	315	338	313	379	365
Reading Education	MA	242	241	284	316	368	259	243
Art Education	BA	133	169	164	130	131	65	50
	MA	69	77	79	106	53	39	48
Music Education	BA	113	109	129	121	144	90	96
	MA	20	32	37	51	31	41	36
Physical Education	BA	365	331	303	311	294	226	219
	MA	92	93	83	101	91	114	75
Other Programs	BA[2]	352	289	346	300	250	310	254
	MA[3]	373	541	494	663	726	685	558
Total Education	BA	2,996	2,829	2,562	2,314	2,072	1,764	1,415
	MA	2,680	2,853	2,794	3,221	3,042	2,771	2,569
Total Degrees	BA	13,737	14,444	13,796	13,842	13,604	13,669	12,997
	MA	5,485	5,932	5,789	6,352	6,313	6,019	5,743

[1] Includes General Special Education, Mentally Retarded, Speech Correction, Special Learning Disabilities, Multiple Handicapped, Deaf.

[2] Includes education programs in Junior High, General; Educational Psychology; Student Personnel; Mathematics; Science; Health; Business, Commerce & Distributive; Industrial Arts, Vocational & Technical; Agriculture; Home Economics; Nursing; Secondary; Other.

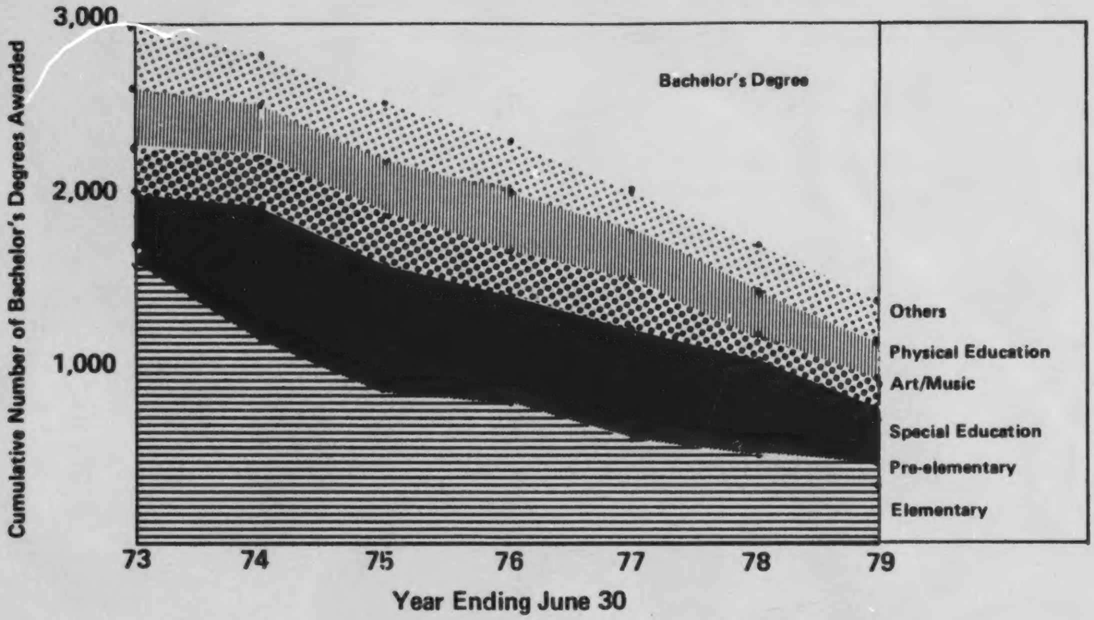
[3] Includes education programs in Higher Education; Adult & Continuing; Social Foundations; Educational Psychology; Statistics & Research; Testing; Evaluation & Measurement; Supervision; Mathematics; Science Driver & Safety; Health; Business & Commerce & Distributive; Industrial Arts, Vocational & Technical; Media; Agriculture; Exceptional Children; Home Economics; Secondary; Other.

Sources: Computer Program Rpt. No. 1, Degrees & Other Formal Awards Conferred by Level by Degrees by College. Board of Higher Education. October 1978.

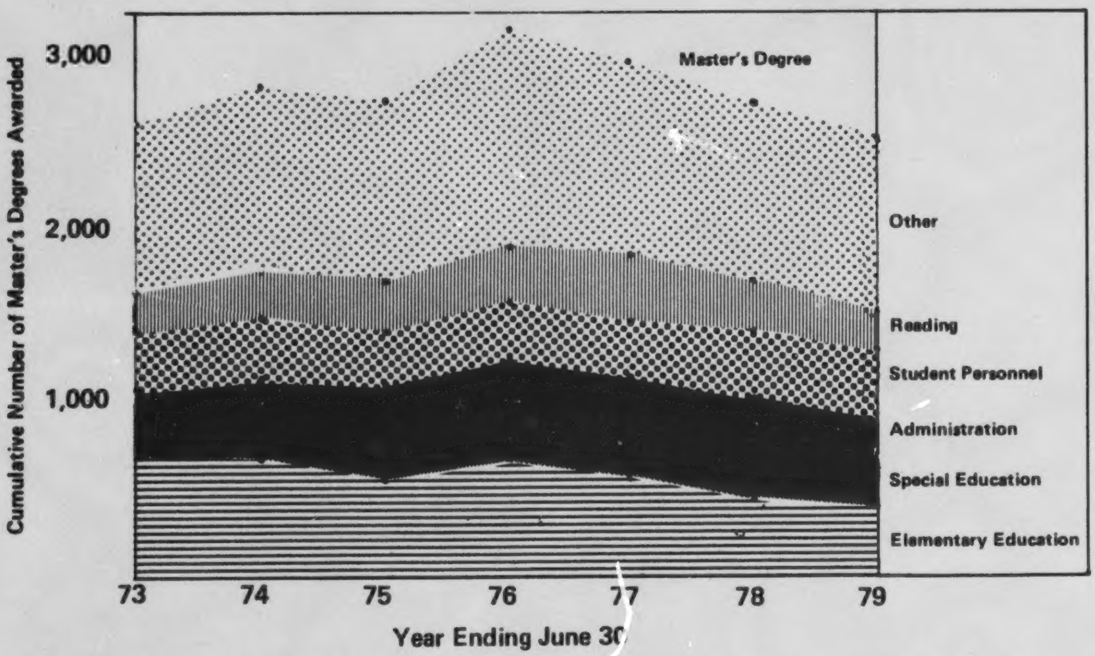
Computer Output: Degrees Conferred between July 1, 1977 and June 30, 1978, Board of Higher Education, October 1979.

FIGURE 4.12

NUMBER OF GRADUATES IN SELECTED EDUCATION PROGRAMS FROM CONNECTICUT COLLEGES AND UNIVERSITIES 1972-73 TO 1978-79



The number of bachelor's degrees in education awarded in 1978-79 was 1415, a decrease of more than 50 percent from 1972-73.



The number of master's degrees in education awarded in 1978-79 was 2569, a 20% decline from the 1975-76 peak.

TABLE 4.13

PERCENT OF COLLEGE-BOUND SENIORS INTENDING TO STUDY EDUCATION, 1972 TO 1980

Year of Graduation	Percent of Males	Percent of Females	Percent of Total	Total Taking SAT
1980	2.5	9.0	6.1	31,734
1979	3.1	9.5	6.5	32,285
1978	3.4	10.2	7.1	31,567
1977	3.6	11.2	7.8	31,834
1976	4.2	12.1	8.5	32,967
1975	4.7	13.3	9.2	33,189
1974	4.0	13.0	8.0	32,002
1973	5.0	15.0	10.0	32,547
1972	5.0	17.0	11.4	33,286

Sources: "Connecticut Report – College-Bound Seniors," College Entrance Examination Board, 1979, 1980.

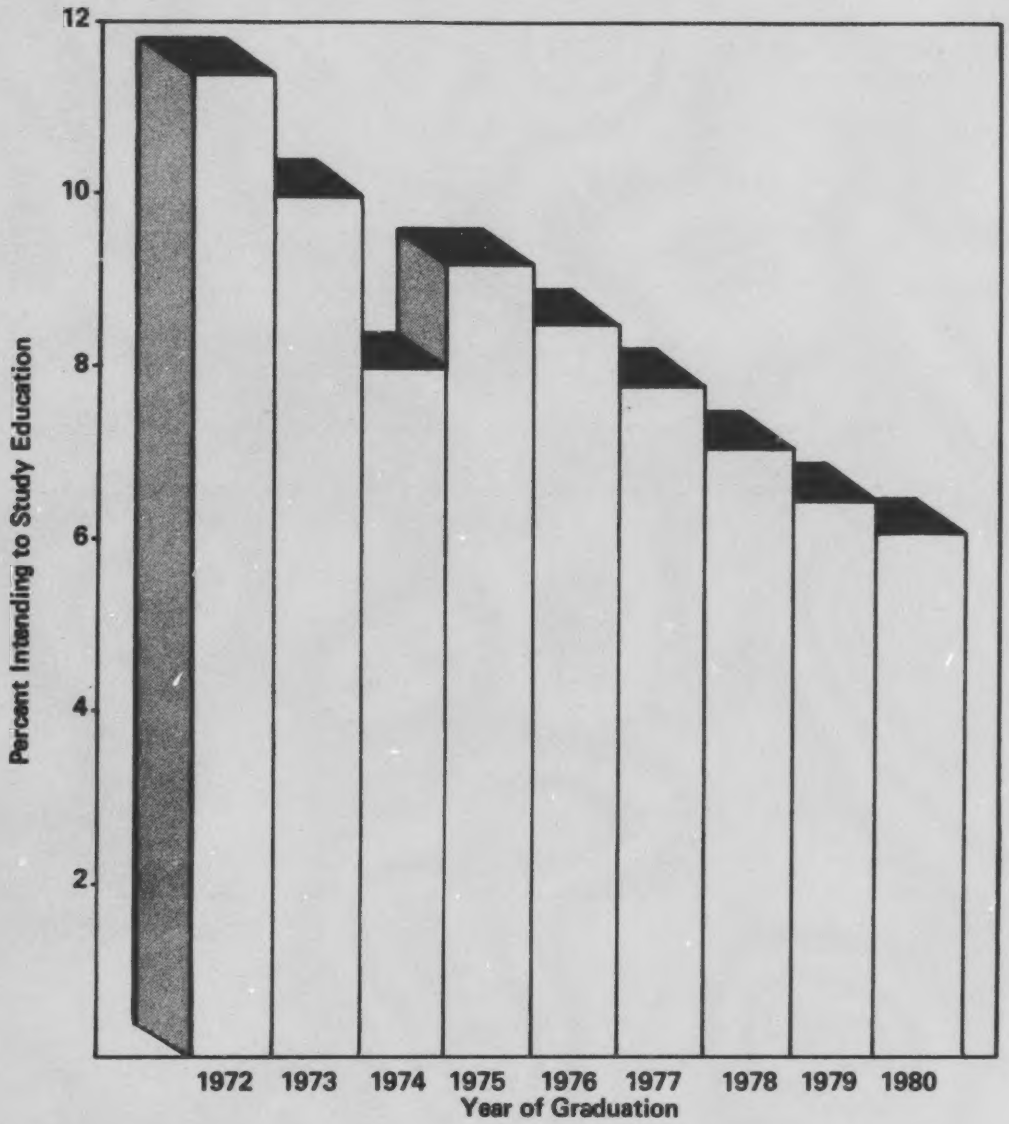
"Connecticut College Bound Seniors," College Entrance Examination Board, 1973-74, 1974-75, 1975-76, 1977, 1978.

"College Bound ATP Summary Report on 1972-73 College Bound High School Seniors," College Entrance Examination Board.

"1973 Summary Report, Profile of Prospective Applicants – Connecticut," College Entrance Examination Board, 1972.

FIGURE 4.13

PERCENT OF COLLEGE-BOUND SENIORS INTENDING TO STUDY EDUCATION 1972 TO 1980



The percentage of college-bound seniors in Connecticut who have indicated that they intend to study education in college has dropped from 11.4 percent in 1972 to 6.1 percent in 1980.

TABLE 4.14

IMPLEMENTATION OF THE TEACHER EVALUATION LAW, CGS 10-151b, 1974-75 TO 1979-80

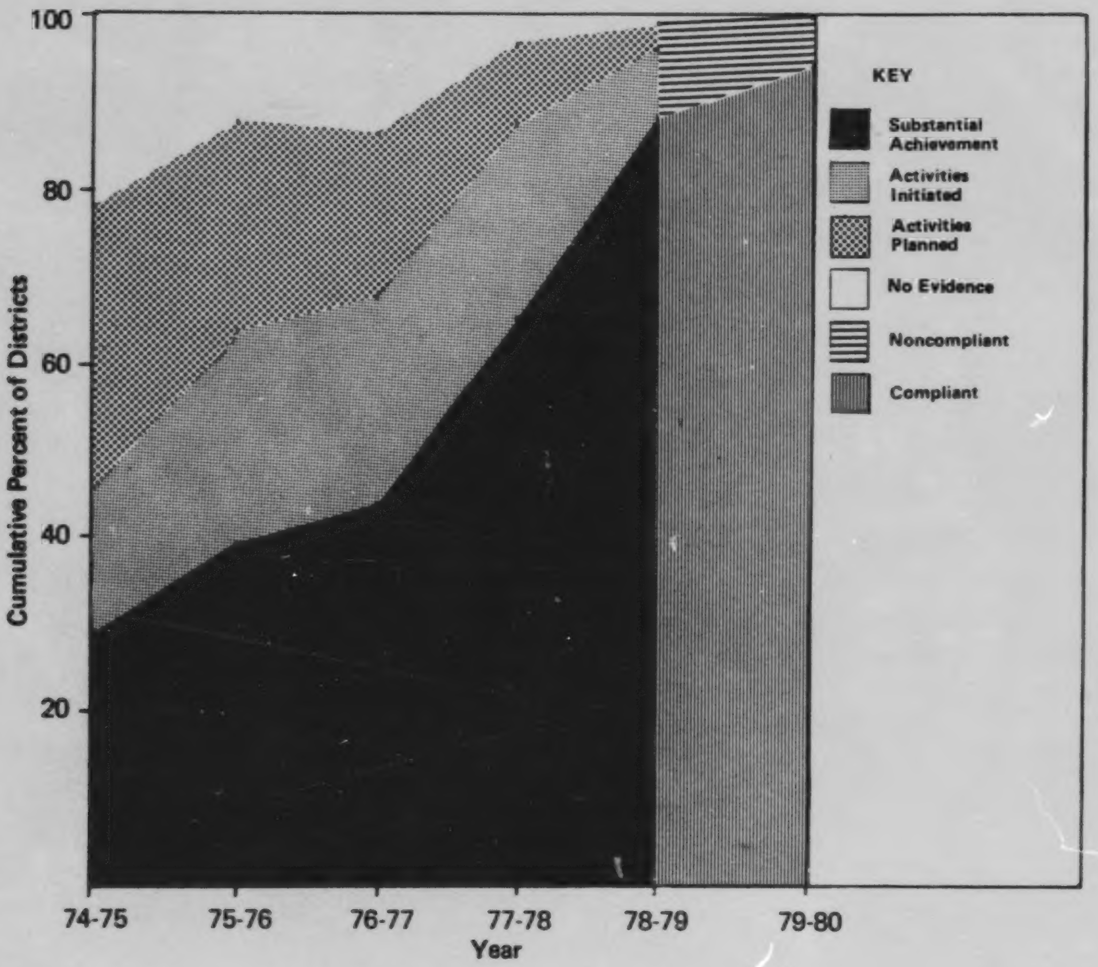
Degree of Implementation	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Substantial Achievement	28%	39%	43%	66%	90%	94%
Activities Initiated	18%	25%	25%	22%	7%	6%
Activities Planned	33%	24%	19%	9%	2%	
No Evidence	21%	12%	13%	3%	1%	

Sources: "Fifth Annual Report on Teacher Evaluation in Connecticut, 1978-79," Connecticut State Department of Education, 1979.

"Teacher Evaluation in Connecticut, A Status Report, 1974-1980," Connecticut State Department of Education, 1980.

FIGURE 4.14

IMPLEMENTATION OF THE TEACHER EVALUATION LAW, CGS 10-151b 1974-75 TO 1979-80



School districts were given five years to implement the provisions of the 1974 teacher evaluation law. By 1979, 94% were in substantial compliance. The few remaining districts have submitted plans that will bring them into compliance within one year.

V. PUBLIC SCHOOL EXPENDITURES

Each year the Connecticut State Department of Education collects financial information from 165 local public school districts. Although these data are gathered primarily for allocating state grants, they may be analyzed to determine local level of effort in many budget categories, either by "object," the service or commodity obtained for a specific expenditure, or by "function," the purpose for which a thing is purchased or used.

The object and function categories are based on the 1973 Handbook published by the National Center for Educational Statistics (NCES), entitled *Financial Accounting, Classifications and Standard Terminology for Local and State School Systems.* Although there is evidence that districts have interpreted these definitions differently, designations of expenditures to categories have become more consistent in recent years.

In 1979-80 the average local current expenditure per pupil was $2,190, while in 1974-75 it was $1,328 (see Table 5.01). Overall expenditures climbed 42% from $854.0 million to $1.2 billion, compared with a 47% increase in the cost of living for the same period. The increase in expenditures and the 14% decline in public school student population resulted in the 65% increase in the average expenditure per pupil. In 1979-80 the average expenditure for a senior high school student was almost 22% higher than for an elementary school student and 6.5% higher than for a middle/junior high school student.

From 1975-76 to 1979-80 personnel accounted for the greatest proportion of the budget (see Table 5.02). This includes certified and non-certified staff, employee benefits (other than the state's contribution to teacher retirement), and other purchased services. This percentage has dropped each year from 78.3% in 1975-76 to 75.4% in 1979-80, despite the fact that the percentage of expenditures for non-certified personnel has risen from 11.7% to 12.2%.

Expenditures for supplies and materials, which were 7.6% of the total in 1978-79, about the same proportion as in 1975-76, rose to 8.3% of the total in 1979-80. While total expenditures increased 8.1% from 1978-79 to 1979-80, expenditures for supplies and materials, which include heat and utilities rose 18.3%. Similarly, expenditures for transportation and travel rose 14.8% from 1978-79 to 1979-80, from 4.1% to 4.3% of the total. Expenditures for most other objects were proportionately unchanged.

The largest expenditure by function from 1974-75 to 1979-80 has been for regular programs, although it has dropped proportionately each year from 53.9% in 1974-75 to 48.6% in 1979-80 (see Table 5.03). Expenditures for special education have risen proportionately each year from 3.8% in 1974-75 to 6.1% in 1979-80. Actual special education expenditures have more than doubled, rising 125% while overall expenditures have risen just 40%.

Other functions showing proportionate increases from 1974-75 to 1979-80 were business support services (19.4% to 21.3%), tuition and transportation (4.1% to 4.6%), student activities (0.5% to 0.8%), and improvement of instruction (0.8% to 0.9%). The percentages of expenditures for other functions have remained relatively unchanged.

Further analyses of expenditures, by selected objects and functions are based on distributions of the average expenditure per pupil for the 165 local public school districts in Connecticut. These distributions are presented in Tables 5.04 to 5.20 and Figures 5.04 to 5.20. Seven distribution points are displayed in the tables and figures; the minimum, tenth percentile, 25th percentile, median, 75th percentile, 90th percentile, and maximum. These points represent the 165th ranked district, and the 150th, 125th, 83rd, 42nd, 17th and first ranked district, for each object or function.

There are many reasons for the differences between districts on each spending category analyzed. They have different needs such as for bilingual or special education programs; they may have different objectives, stressing basic skills or an enriched curriculum; they have different costs of living according to area of the State, and salaries, and expenditures which reflect that; they have different wealth bases, which affect their ability to spend money; and they operate programs for different grades spans, some entirely elementary and others entirely secondary.

The median total expenditure per pupil rose from $1,231 in 1974-75 to $2,016 in 1979-80, an average of 10.4% each year (see Table 5.04). Although the range from highest to lowest spending district was 47.2% larger in 1979-80 than in 1974-75, the lower spending districts have been increasing expenditures at a faster rate than higher spending districts. Districts with only elementary grades tend to be in the lower half of the distribution, and those with only secondare grades in the upper half.

Between 1974-75 and 1979-80 the median expenditure per pupil for regular programs increased 46% from $726 to $1,057 (see Table 5.05). Although there was a steady increase in the range of expenditures, there was less disparity among districts on a relative scale in 1979-80 than in 1976-77 and approximately the same disparity as in 1974-75.

The cost of administering school programs has increased (see Table 5.06). From 1974-75 to 1979-80 the median expenditure for administration rose on the average 67.7%, an increase of $68.40 per pupil, from $101 in 1974-75. Reports of expenditures for administration seem also to have become more reliable. In 1978-79 and 1979-80 the minimum expenditure reported per pupil was more realistic than in some previous years.

Under educational media are included expenditures for the library, audiovisual, educational television, and computer-assisted instruction. Since 1974-75 and through 1979-80 there have been many districts whose reported expenditures did not equal the salary of one full-time librarian or media specialist (see Table 5.07). 1979-80 was the first year in three years that all districts reported spending for this function. Overall increases in expenditures per pupil for media outstripped inflation, the median rising 74.9% from 1974-75 to 1979-80.

Social work services deal with student problems arising out of the home, school, or community. Over one-fourth of the districts have consistently reported no spending in this area, except for 1974-75 when attendance and truancy were included (see Table 5.08). In 1979-80 expenditures showed the first consistent increases at the median and above.

Guidance services are generally associated with secondary schools, career and vocational counseling and college placement. Regional secondary districts report higher than average expenditures, elementary districts report lower than average. No expenditures were reported by 27 districts in 1979-80 (see Table 5.09). From 1974-75 to 1979-80 the median expenditure per pupil rose 60.5%.

Psychological services include administering and interpreting psychological tests, gathering and interpreting data on pupil behavior, helping staff meet pupil needs, and counseling pupils, parents, and staff. Ninety percent of these expenditures were for special education. Between 1974-75 and 1979-80 the median increased 135% (see Table 5.10). Sixteen districts had no identified expenditures for this function.

Under speech and hearing services districts report expenditures for serving students with speech, hearing or language impairments. Seventeen districts reported no spending for this function in 1979-80, and the 25th percentile almost tripled (see Table 5.11).

Reported expenditures for health services increased more than the cost of living from 1974-75 to 1979-80 (see Table 5.12). The median expenditure per pupil increased almost 73%, and two districts reported no expenditure in 1979-80.

Improvement of instruction includes inservice activities and staff development. The widest disparities in expenditures per pupil have been found in this function. The maximum expenditure per pupil has been 15 to 30 times greater than the median (see Table 5.13) and in 1979-80 it was 41 times the median, even though the median increased 178% from 1974-75 to 1979-80. The highest spending district reported spending 7.6% of its budget for this activity.

From 1975-76 to 1979-80 the median expenditure per pupil for instructional supplies increased 42%, for textbooks 49%, for library books and periodicals 33%, and for equipment 76% (see Tables 5.14, 5.15, 5.16, and 5.17). During the same period the median per pupil expenditure for heat energy increased 107% (see Table 5.18). From 1978-79 to 1979-80 alone, the median expenditure per pupil for instructional supplies increased 11.3%, textbooks 17.5%, library books 5.2%, and equipment 2.6%. The median expenditure per pupil for heat rose 50.2% during the same one-year period.

Operation and maintenance of plant includes expenditures for care and upkeep of buildings and grounds, for maintaining service vehicles, and for security in and around schools. The 82.9% increase in the median expenditure per pupil from 1974-75 to 1979-80 (see Table 5.19) was over one and a half times the increase in the cost of living. It was also over 17.6% from 1978-79 to 1979-80, probably because some fuel costs are included under this category.

Fiscal and other support services include budgeting, accounting, payroll, internal auditing, and property accounting and planning, research, development, evaluation, and information and data processing. These functions amounted to about 2.5% of total expenditures for education in 1979-80 up from 2.2% in 1978-79. The median expenditure per pupil in 1979-80 was 95.6% higher than the median in 1974-75 and 22.5% higher than the median in 1978-79 (see Table 5.20).

As public education in Connecticut moves into a new decade, expenditures seem certain to increase. Inflation and rising energy costs have not abated which means just maintaining the status quo will cost more money. Yet the increased educational needs of our children have to be met. Connecticut has a long-range commitment to meet those needs, to ensure equity and to equalize funding. It is important that the Guaranteed Tax Base program counteract current trends to limit local taxation and spending and reduce interdistrict disparities. Concerns for equity and excellence will command continued high interest.

TABLE 5.01

LOCAL CURRENT EXPENDITURES PER PUPIL
1974-75 TO 1979-80

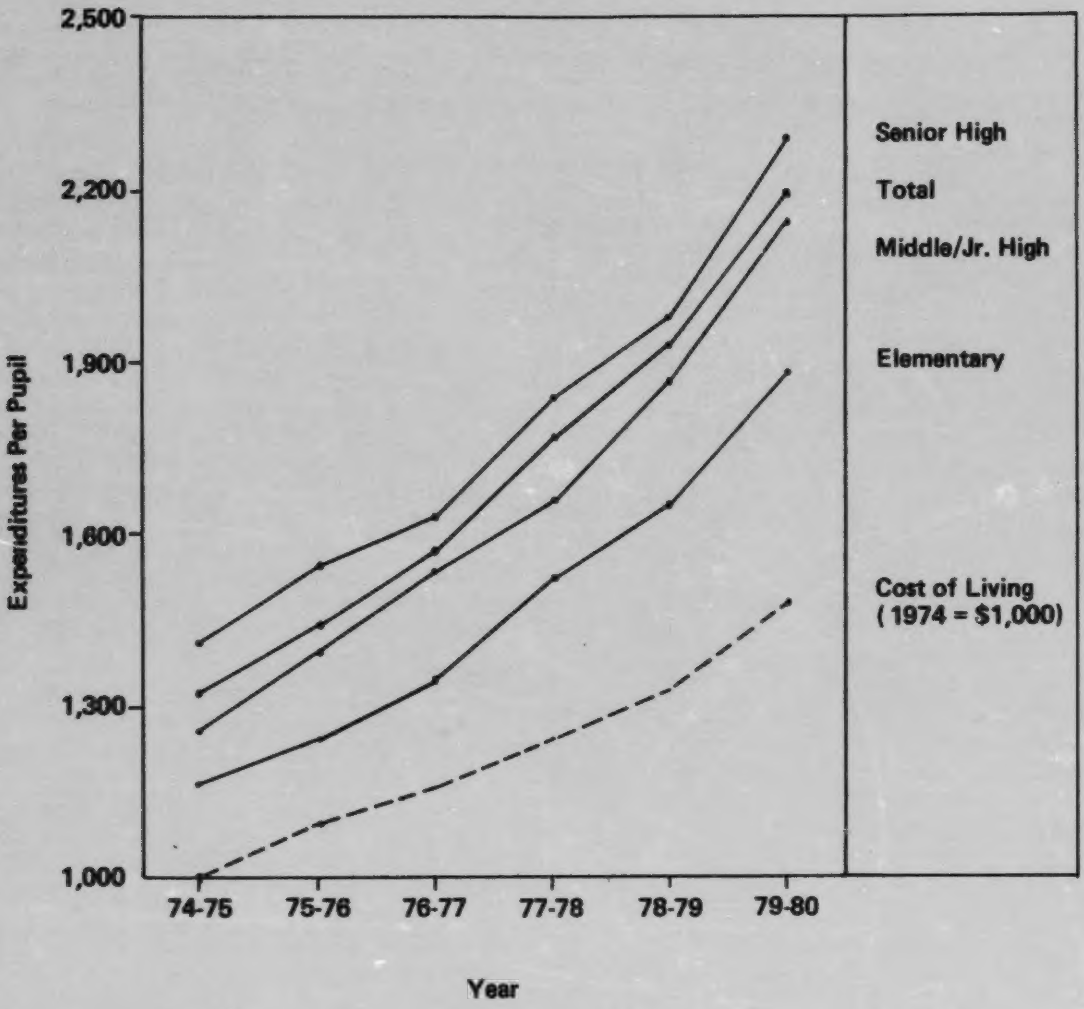
School Year	Elementary	Middle/ Jr. High	Senior High	Special Education[1]	Total
1979-80	$488,486,485	$226,175,725	$364,780,586	$129,777,223	$1,209,200,019
Per Pupil	1,870	2,140	2,279		2,190
1978-79	457,547,872	213,907,792	338,033,585	108,938,406	1,118,527,655
Per Pupil	1,653	1,870	1,971		1,941
1977-78	440,597,082	201,086,114	315,857,080	97,965,812	1,055,506,088
Per Pupil	1,513	1,661	1,829		1,769
1976-77	416,026,323	186,632,900	286,701,518	79,943,317	969,304,058
Per Pupil	1,344	1,537	1,626		1,566
1975-76	402,085,657	174,211,598	272,464,781	69,433,247	918,195,283
Per Pupil	1,244	1,393	1,545		1,444
1974-75	388,053,056	158,479,441	248,526,930	58,937,871	853,997,298
Per Pupil	1,169	1,260	1,417		1,328

[1] No expenditure per pupil has been calculated for Special Education. Special Education expenditures are not just for full-time students; dividing by the full-time special education students would be misleading.

Source: Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, and 1980.

FIGURE 5.01

LOCAL CURRENT EXPENDITURES PER PUPIL
1974-75 TO 1979-80



Local current expenditures per pupil increased 65% from 1974-75 to 1979-80, while the cost of living rose 47%. In 1979-80 the average expenditure for a senior high school student was 6.5% more than for a middle/junior high school student and 21.9% more than for an elementary school student. Special education expenditures rose more than 120% during the period.

TABLE 5.02

EXPENDITURES BY OBJECT 1975-76 TO 1979-80[1]

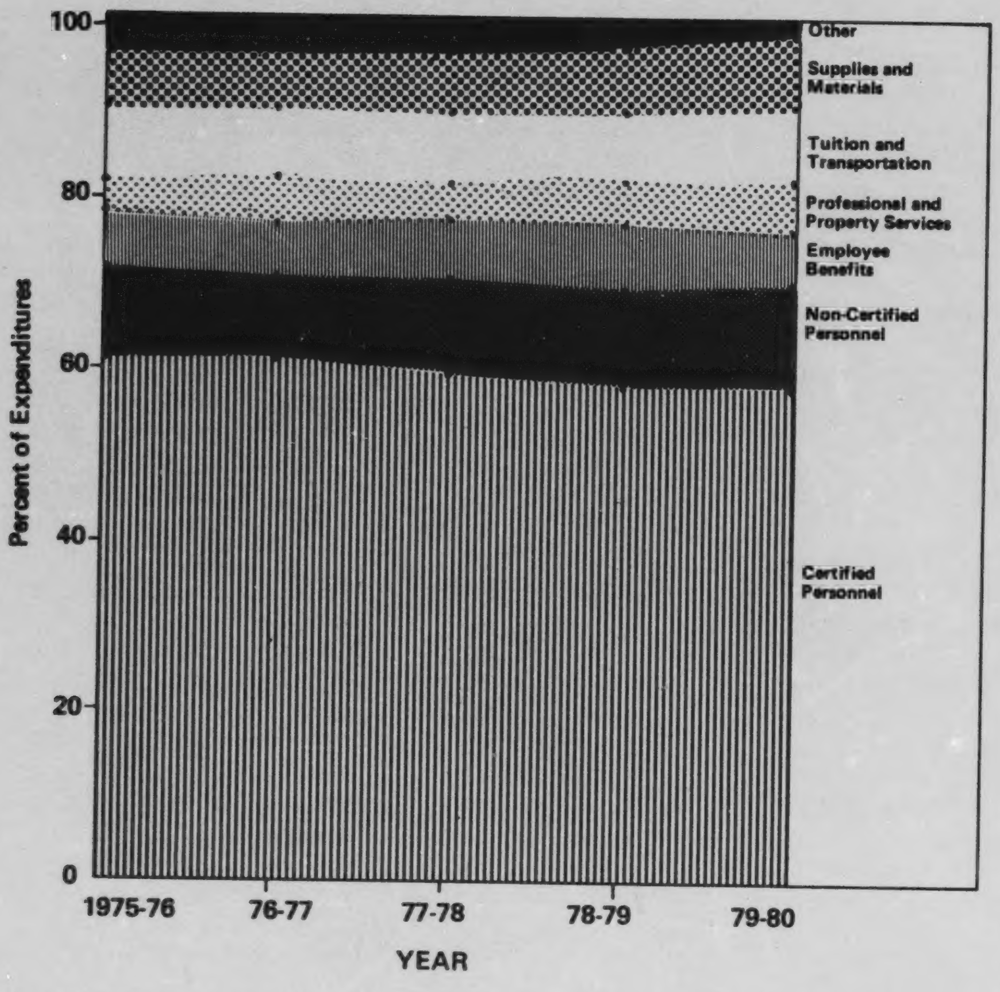
Object	1975-76	1976-77	1977-78	1978-79	1979-80
Certified Personnel	$585.2	$ 615.0	$ 648.5	$ 680.2	$ 719.5
	61.0%	60.1%	58.8%	57.8%	56.6%
Non-certified Personnel	111.8	119.5	133.0	141.2	154.7
	11.7%	11.7%	12.1%	12.0%	12.2%
Employee Benefits	50.6	58.7	67.6	73.7	80.4
	5.3%	5.7%	6.1%	6.3%	6.3%
Professional-Technical Services	7.7	9.2	10.7	12.0	14.7
	0.8%	0.9%	1.0%	1.0%	1.2%
Property Services	34.9	38.4	41.9	46.9	51.3
	3.6%	3.8%	3.8%	4.0%	4.0%
Pupil Transportation, Travel & Other Transportation	37.0	39.5	44.0	48.1	55.2
	3.9%	3.9%	4.0%	4.1%	4.3%
Communications, Advertising, Printing & Binding	4.0	4.4	4.9	5.5	5.7
	0.4%	0.4%	0.4%	0.5%	0.5%
Tuition	39.4	43.5	46.9	53.9	58.3
	4.1%	4.3%	4.3%	4.6%	4.6%
Other Purchased Services	3.1	3.2	3.3	3.5	4.1
	0.3%	0.3%	0.3%	0.3%	0.3%
Supplies & Materials	71.7	77.1	84.1	89.4	105.8
	7.5%	7.5%	7.6%	7.6%	8.3%
Capital Outlay	8.2	8.8	10.1	11.9	13.2
	0.9%	0.9%	0.9%	1.0%	1.0%
Dues & Fees	0.8	0.8	1.0	1.1	1.2
	0.1%	0.1%	0.1%	0.1%	0.1%
Insurance	2.7	3.2	4.2	4.2	4.2
	0.3%	0.3%	0.4%	0.4%	0.3%
Other	0.4	0.6	0.5	0.9	0.5
	0.0%	0.1%	0.0%	0.1%	0.0%
Non-membership Expenses	0.0	0.7	2.0	2.8	2.8
	0.0%	0.1%	0.2%	0.2%	0.2%
Total	$959.0	$1022.6	$1102.8	$1176.3	$1271.8

[1] In millions of dollars.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976, 1977, 1978, 1979, and 1980.

FIGURE 5.02

EXPENDITURES BY OBJECT
1975-76 TO 1979-80



Since 1975-76 the percent of educational expenditures for certified personnel has dropped each year from 61.0% that year to 56.6% in 1979-80. Although the percent expended for non-certified personnel and employee benefits has risen the percent expended for personnel has dropped from 78.0% to 75.1%. The percent for transportation has risen steadily and the percent for supplies and materials rose drastically from 1978-79 to 1979-80, due probably to the rise in fuel costs.

TABLE 5.03

EXPENDITURES BY FUNCTION 1974-75 TO 1979-80[1]

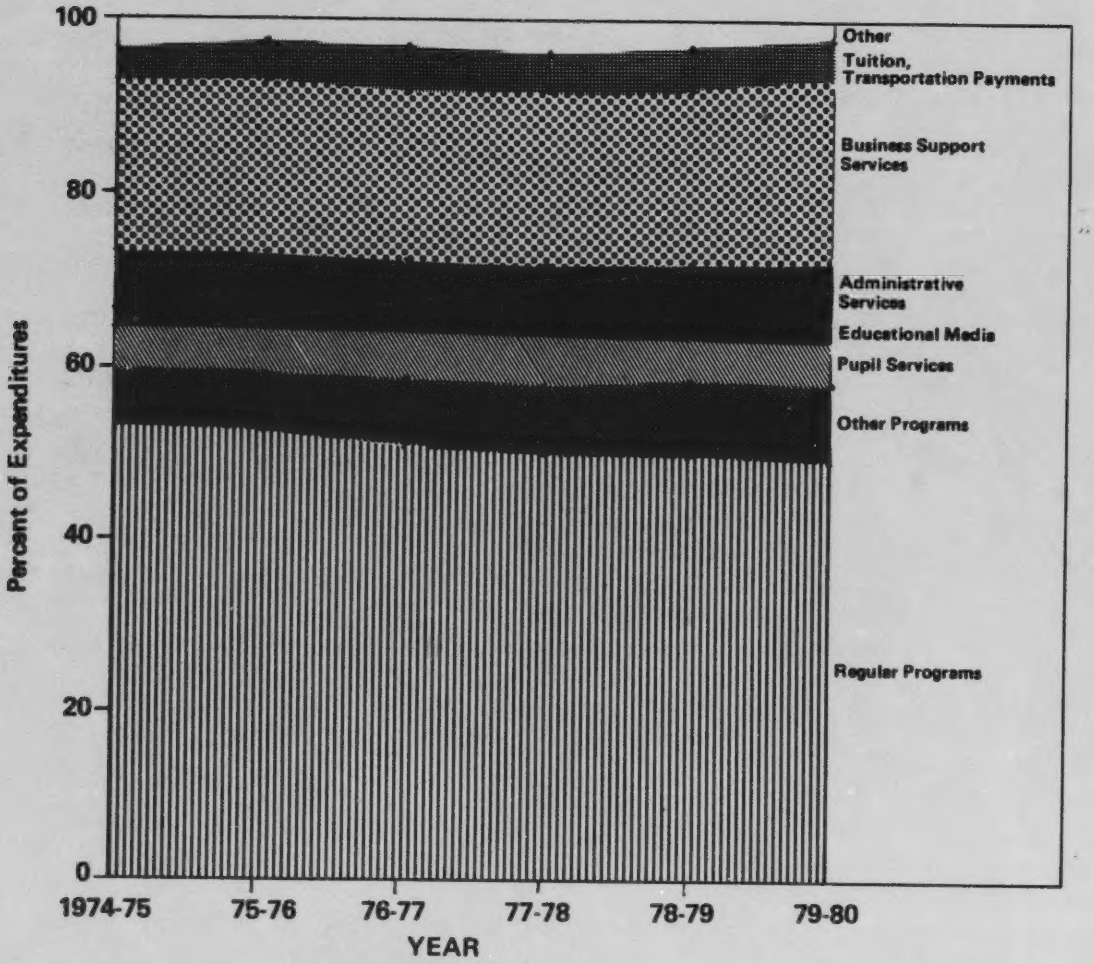
Function	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Regular Programs	$488.4	$505.1	$ 526.6	$ 557.1	$ 585.9	$ 617.00
	53.9%	52.7%	51.5%	50.5%	49.8%	48.6%
Special Education	34.5	39.4	46.2	57.8	66.5	77.7
	3.8%	4.1%	4.5%	5.2%	5.7%	6.1%
Culturally Different	17.5	21.8	27.0	30.5	32.3	31.4
	1.9%	2.3%	2.6%	2.8%	2.7%	2.5%
Summer School Programs	0.6	0.5	0.3	0.6	0.7	0.5
	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%
Pupil Services	45.5	48.5	51.3	55.2	57.6	63.4
	5.0%	5.1%	5.0%	5.0%	4.9%	5.0%
Improvement of Instruction	7.1	7.0	9.0	8.3	9.0	11.7
	0.8%	0.7%	0.9%	0.8%	0.8%	0.9%
Educational Media	17.4	19.0	20.7	21.8	22.8	23.4
	1.9%	2.0%	2.0%	2.0%	1.9%	1.9%
Administrative Services	65.2	70.6	76.7	80.0	83.9	91.2
	7.2%	7.4%	7.5%	7.3%	7.1%	7.2%
Business Support Services	175.3	184.9	202.5	223.7	240.1	271.2
	19.4%	19.3%	19.8%	20.3%	20.4%	21.3%
Central Office Services	7.1	7.1	7.6	7.1	8.2	9.7
	0.8%	0.7%	0.7%	0.6%	0.7%	0.8%
Other Support Services	5.5	8.2	4.1	5.3	5.4	6.1
	0.6%	0.9%	0.4%	0.5%	0.5%	0.5%
Student Activities	4.8	6.6	6.8	7.9	8.5	9.8
	0.5%	0.7%	0.7%	0.7%	0.7%	0.8%
Tuition & Transportation Payments	37.0	39.9	43.7	47.4	54.2	58.1
	4.1%	4.2%	4.3%	4.3%	4.6%	4.6%
Payments to Out-of-state Public School Districts	0.3	0.5	0.1	0.1	0.1	0.0
	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Total	$906.1	$959.0	$1022.6	$1102.8	$1176.3	$1270.6

[1] In millions of dollars.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, and 1980.

FIGURE 5.03

EXPENDITURES BY FUNCTION
1974-75 TO 1979-80



From 1974-75 to 1979-80 the percent of educational expenditures for regular programs has dropped from 53.9% to 48.6%, while the percent for special education has risen from 3.8% to 6.1%. The percent of expenditures for business support services and for tuition and transportation have risen slightly, 19.4% to 21.3% and 4.1% to 4.6%, respectively. The percentages for other expenditure categories have remained fairly constant.

TABLE 5.04

TOTAL EXPENDITURES PER PUPIL, 1974-75 TO 1979-80

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$1310	$1617	$1794	$2016	$2263	$2514	$3152
1978-79	1159	1432	1595	1783	1992	2249	2790
1977-78	994	1301	1435	1612	1805	2070	2553
1976-77	903	1165	1297	1465	1645	1915	2271
1975-76	812	1056	1204	1329	1495	1693	2090
1974-75	735	1004	1114	1231	1410	1608	1986

Sources: Local Expenditures per Pupil by Functions in Connecticut Public Schools: All Schools 1974-75. Connecticut State Department of Education.

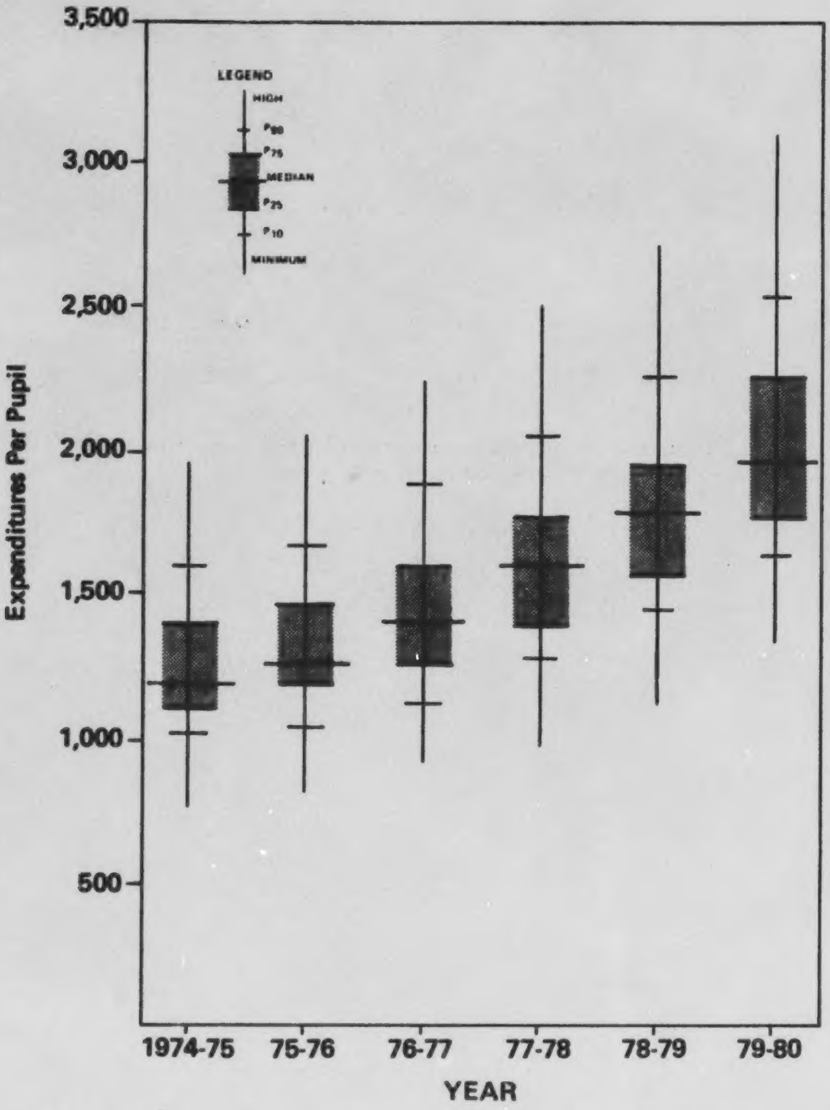
Local Expenditures per Pupil Connecticut Public Schools: All Districts 1975-76. Connecticut State Department of Education, August, 1977.

Special Report: Total Expenditures per Pupil by Function (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1980.

FIGURE 5.04

TOTAL EXPENDITURES PER PUPIL, 1974-75 TO 1979-80



In 1979-80 the median expenditure of $2,016 per pupil was 64% higher than the 1974-75 median. The difference of $897 between the 90th and 10th percentiles in 1979-80 was 9.8% greater than the prior year and 48.5% greater than in 1974-75.

TABLE 5.05

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80 REGULAR PROGRAMS

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$689	$855	$956	$1057	$1163	$1308	$1654
1978-79	596	771	856	952	1061	1204	1562
1977-78	539	707	795	880	980	1110	1457
1976-77	489	640	727	803	908	1030	1239
1975-76	468	605	674	764	837	953	1145
1974-75	418	582	644	726	779	885	1098

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, and 1980.

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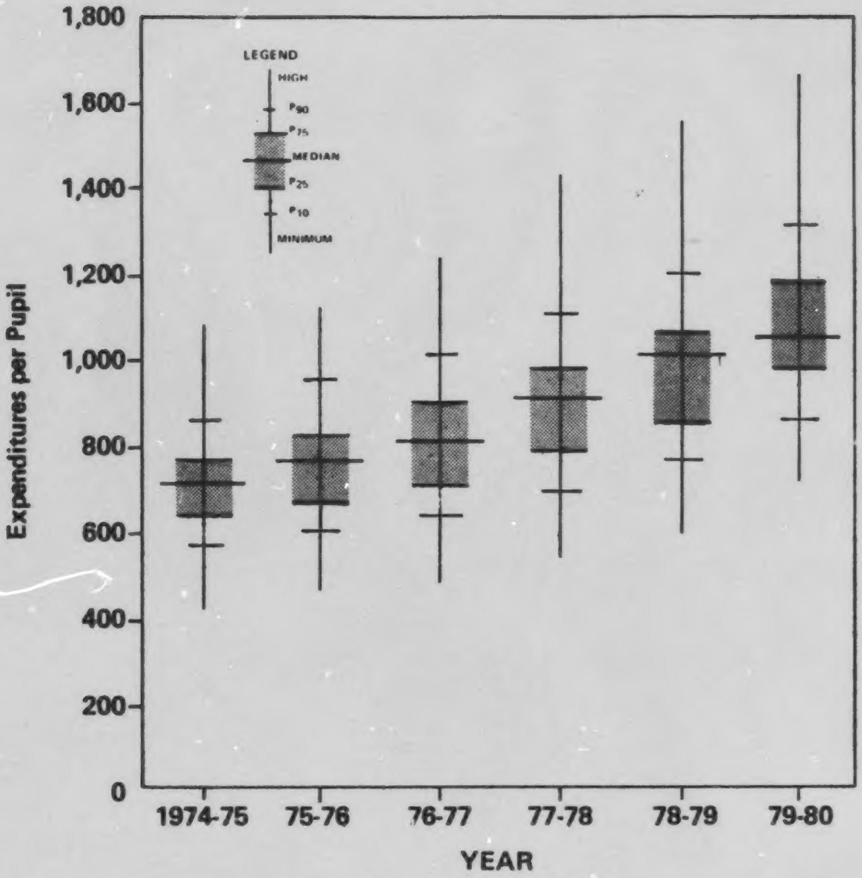
FIGURE 5.05

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80 REGULAR PROGRAMS



The range in expenditures per pupil for regular programs in 1979-80 was slightly smaller than in 1978-79 but 42% larger than in 1974-75, reflecting a larger percentage increase in the minimum (65%) than in the maximum (51%). The median increased 46% in that time to approximately $1,057 in 1979-80.

TABLE 5.06

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
ADMINISTRATION

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$81.66	$117.61	$139.86	$169.40	$198.52	$225.74	$368.29
1978-79	52.48	102.80	123.53	147.62	174.81	204.00	361.11
1977-78	46.76*	94.30	109.00	133.75	159.50	187.50	308.23
1976-77	41.78*	80.00	101.00	123.00	148.50	167.00	292.79
1975-76	37.50	79.25	94.20	111.30	131.00	151.50	241.50
1974-75	20.48	70.50	85.00	101.00	121.50	146.00	269.61

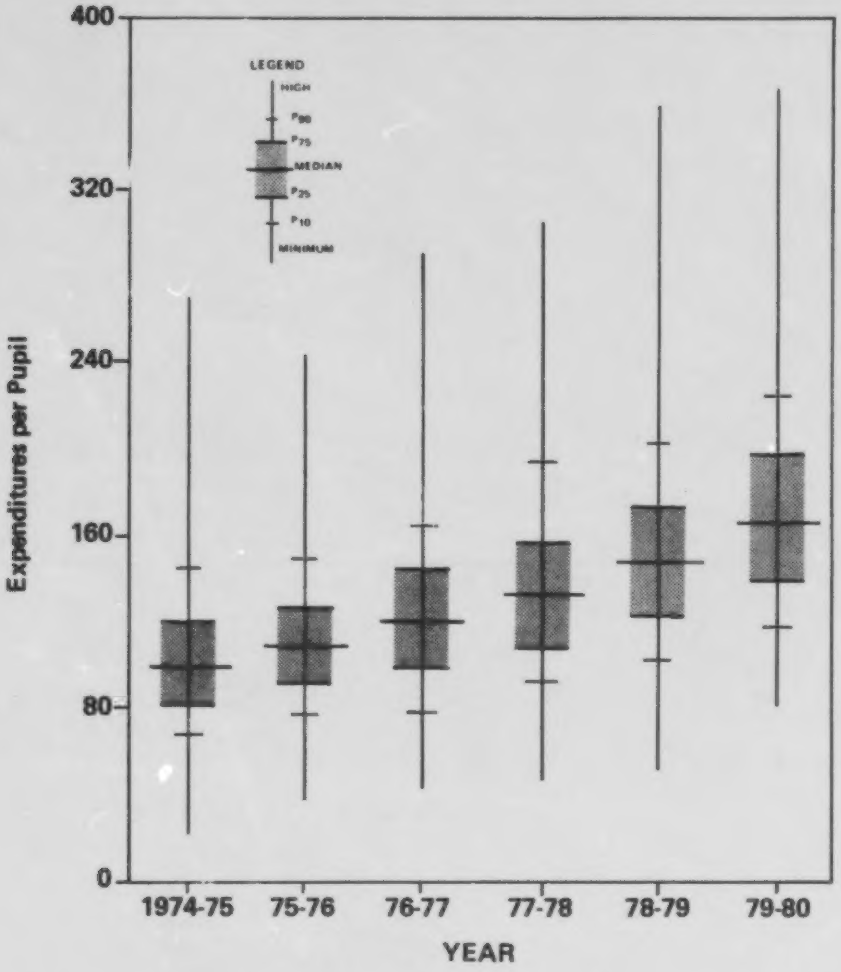
* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next most extreme amount was used.

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, and 1980.

Special Report: Total Expenditures per Pupil by Function (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

FIGURE 5.06

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
ADMINISTRATION



The minimum expenditure per pupil for administration in 1979-80 increased 56% over 1978-79, compared to increases of 15% for the median expenditure and 2% for the maximum. This appears due to more accurate reporting this past year. The median expenditure increased almost 68% since 1974-75, from $101 to $169.40.

TABLE 5.07

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
EDUCATIONAL MEDIA

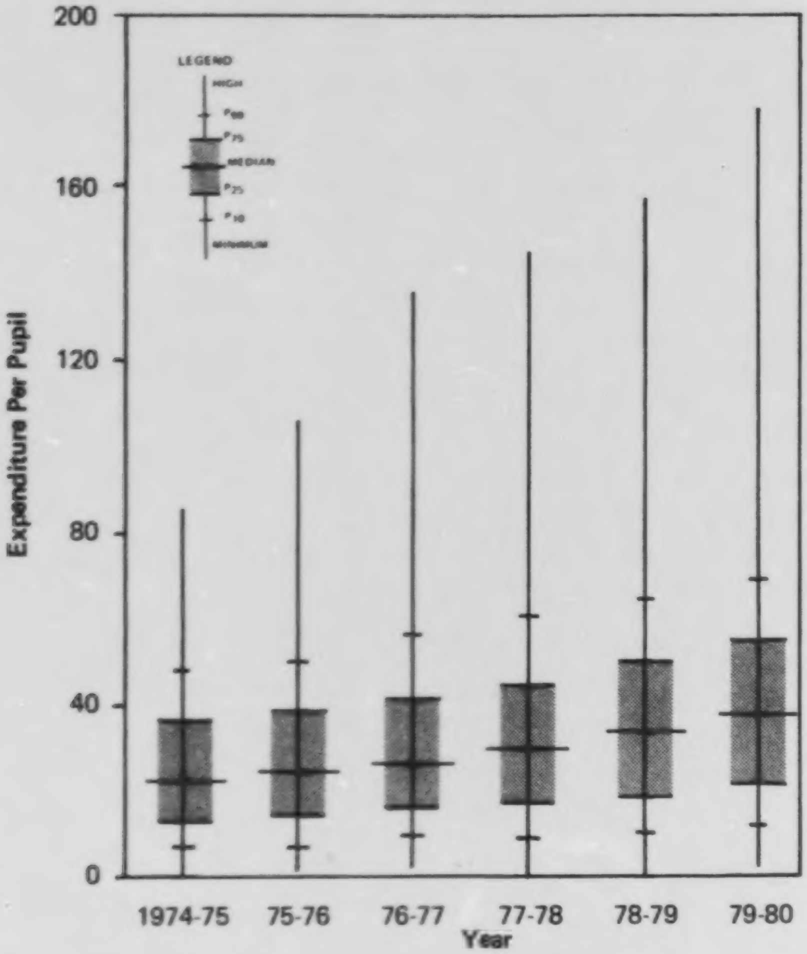
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$2.74	$12.72	$22.43	$38.63	$55.75	$69.85	$178.62
1978-79	0.00	11.60	19.50	34.40	51.09	65.54	157.51
1977-78	0.00	9.40	17.50	30.80	45.35	61.50	145.81
1976-77	2.00	10.25	16.50	27.25	42.50	56.65	136.44
1975-76	1.00	7.60	14.90	24.80	39.50	51.00	107.00
1974-75	0.00	7.82	13.50	22.09	36.80	48.40	86.18

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, and 1980.

Special Report: Local Expenditures per Pupil by Selected Functions (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

FIGURE 5.07

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: EDUCATIONAL MEDIA



In 1979-80, for the first time in three years, all districts reported expenditures for educational media. For all six years, a few districts, about the top ten percent, report expenditures per pupil far higher than the rest. While the median has risen 75% from 1974-75 to 1979-80, the maximum has risen 107%.

TABLE 5.08

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80 SOCIAL WORK SERVICES[1]

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$0.00	$0.00	$0.00	$3.61	$12.25	$18.54	$41.97
1978-79	0.00	0.00	0.00	3.20	9.26	16.59	39.14
1977-78	0.00	0.00	0.00	2.70	8.50	17.30	36.00
1976-77	0.00	0.00	0.00	4.00	9.40	11.50	32.00
1975-76	0.00	0.00	0.00	2.92	8.08	12.67	29.25
1974-75	0.00	0.00	0.16	2.80	8.30	12.85	41.68

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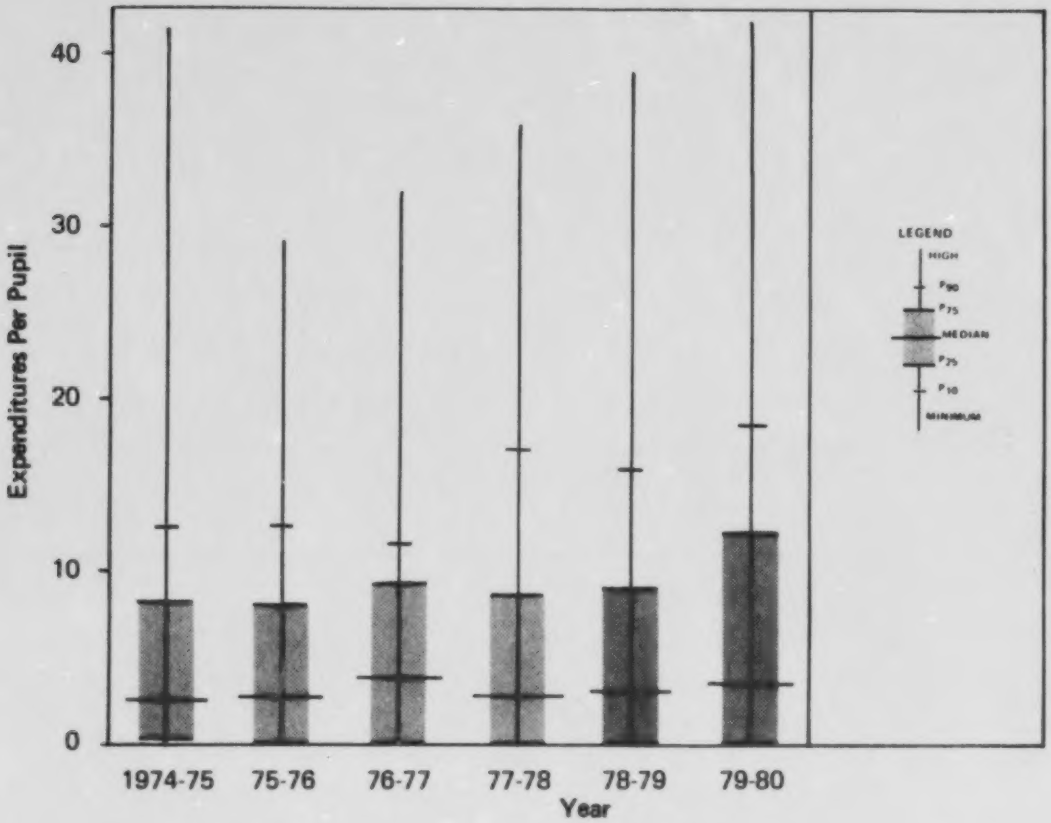
[1] In 1974-75 this category included both attendance and social services. Since 1975 attendance has been included under another heading.

FIGURE 5.08

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: SOCIAL WORK SERVICES



In 1979-80, 64 districts reported no expenditures for social work services, four fewer than in 1978-79. Since expenditures for attendance and truancy were dropped from this category in 1975-76, the distribution of expenditures per pupil shows only about 60% of the districts spending money for this service and increases in expenditure per pupil of 40 to 50% for the uppermost quartile of districts.

TABLE 5.09

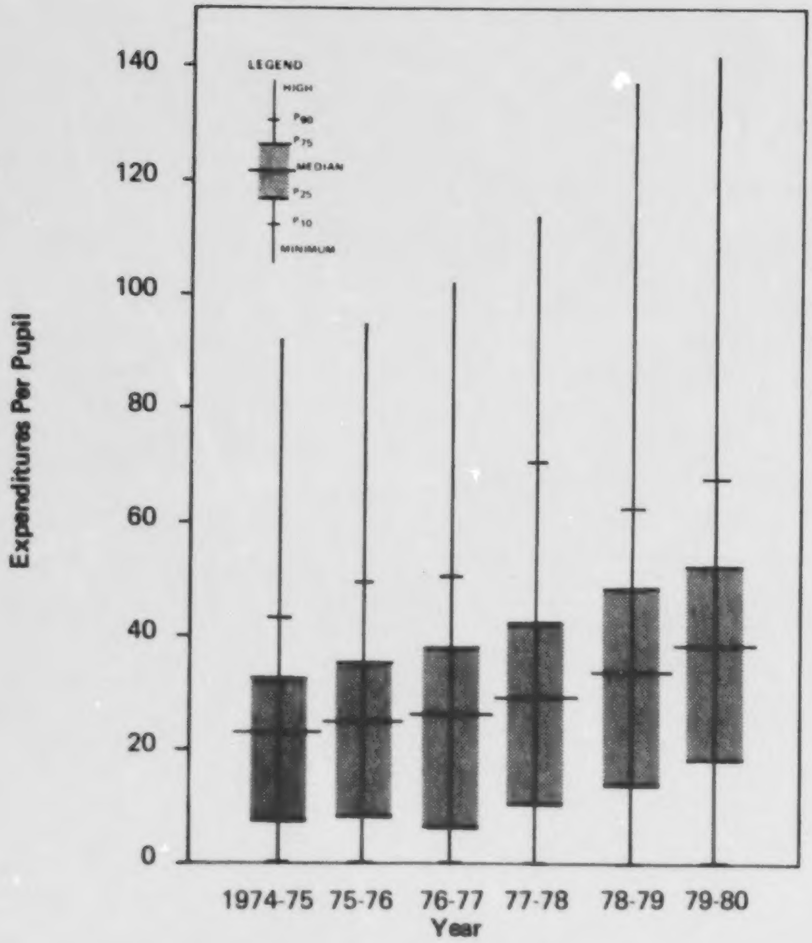
EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
GUIDANCE SERVICES

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$0.00	$0.00	$18.29	$38.03	$51.75	$67.11	$144.84
1978-79	0.00	0.00	14.03	34.49	48.75	62.18	138.19
1977-78	0.00	0.00	11.90	30.75	42.50	71.00	113.92
1976-77	0.00	0.00	7.50	27.75	38.70	51.50	102.24
1975-76	0.00	0.00	8.33	25.33	35.20	49.00	94.20
1974-75	0.00	0.00	7.33	23.70	32.50	43.65	91.52

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, and 1980.

FIGURE 5.09

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: GUIDANCE SERVICES



In 1979-80, 27 districts reported no expenditures for guidance services, compared with 36 districts in 1978-79 and 38 in 1974-75. The interquartile range (the 25th to the 75th percentile) increased by 33 percent from 1974-75 to 1979-80, while the median increased 60 percent and the maximum 58 percent.

TABLE 5.10

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80 PSYCHOLOGICAL SERVICES

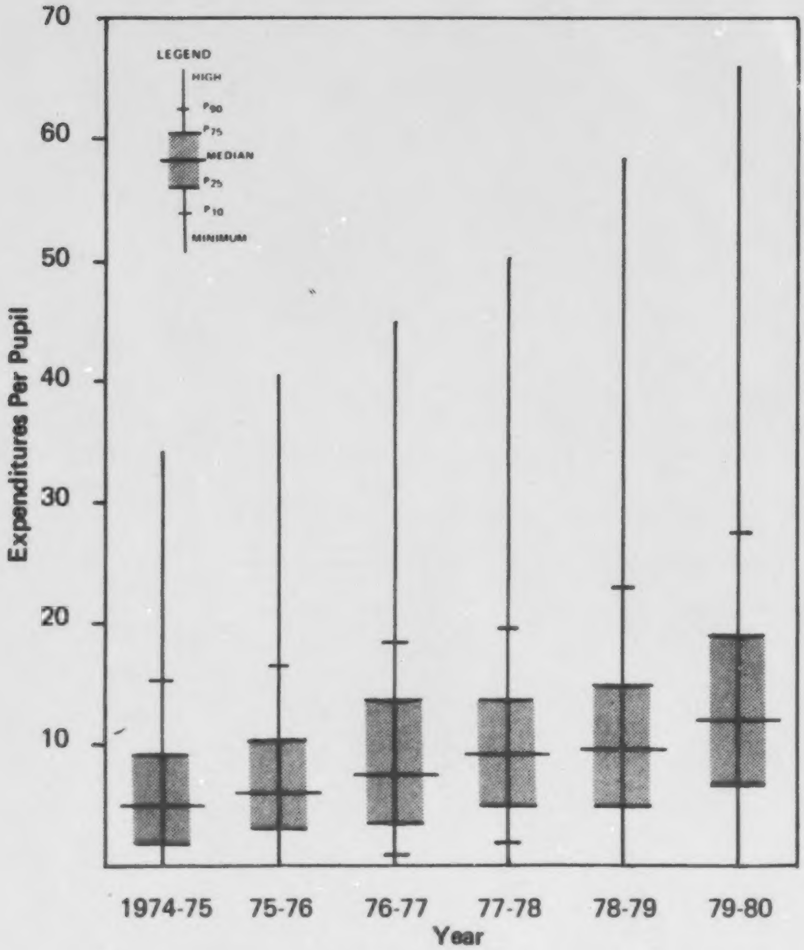
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$0.00	$0.00	$6.72	$12.35	$19.11	$27.62	$66.25
1978-79	0.00	0.00	4.94	9.76	14.86	22.92	58.41
1977-78	0.00	2.00	5.15	9.50	13.85	19.70	50.24
1976-77	0.00	1.00	3.75	8.05	13.70	18.50	45.24
1975-76	0.00	0.00	3.10	6.17	10.21	16.75	40.59
1974-75	0.00	0.00	1.81	5.25	9.30	15.83	34.41*

* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next most extreme amount was used.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, and 1980.

FIGURE 5.10

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: PSYCHOLOGICAL SERVICES



In 1974-75, 18 districts reported no expenditures for psychological services; 16 reported none in both 1978-79 and 1979-80. The interquartile range increased 65 percent from 1974-75 to 1979-80; the median rose 135 percent and the maximum 93 percent.

TABLE 5.11

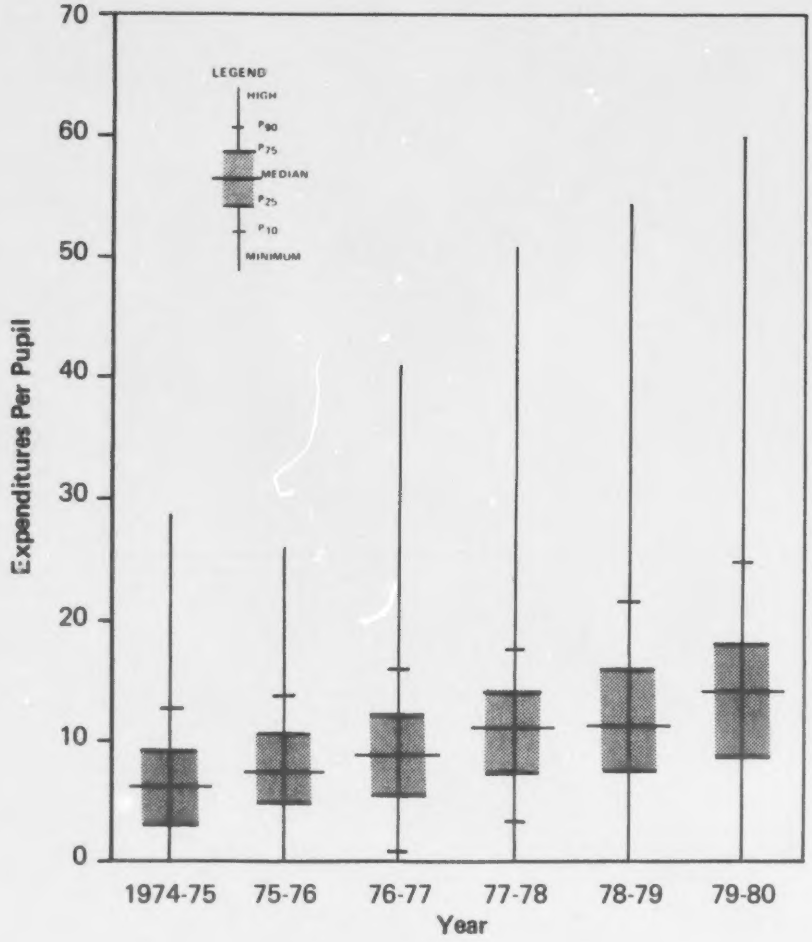
EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
SPEECH AND HEARING SERVICES

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$0.00	$0.00	$9.14	$14.35	$18.25	$25.08	$60.21
1978-79	0.00	0.00	7.56	11.35	15.93	21.57	54.38
1977-78	0.00	3.50	7.60	11.10	14.15	17.75	50.95
1976-77	0.00	1.00	5.75	8.90	12.35	16.00	41.10
1975-76	0.00	0.00	4.90	7.35	10.64	13.67	25.76
1974-75	0.00	0.00	3.09	6.20	9.12	12.72	28.71

Source: Unpublished data, Connecticut State Department of Education Form ED001 "End of Year Report," 1975, 1976, 1977, 1978, 1979, and 1980.

FIGURE 5.11

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: SPEECH AND HEARING SERVICES



The median and maximum expenditure per pupil for speech and hearing services both have more than doubled from 1974-75 to 1979-80, increases of 131 percent and 110 percent respectively. The number of districts reporting no expenditures has dropped from 28 in 1974-75; there were 11 in 1977-78, 18 in 1978-79, and 17 in 1979-80.

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TABLE 5.12

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
HEALTH SERVICES

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$0.00	$2.60	$12.62	$17.73	$23.51	$28.91	$49.05
1978-79	0.00	2.20	11.87	15.51	20.76	26.20	36.79
1977-78	0.00	1.85	9.90	14.20	18.80	22.70	30.35
1976-77	0.00	3.00	7.40	12.20	16.40	19.75	36.69
1975-76	0.00	1.11	7.42	11.20	14.83	18.33	30.32
1974-75	0.00	0.67	6.40	10.25	13.70	17.35	26.50

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, and 1980.

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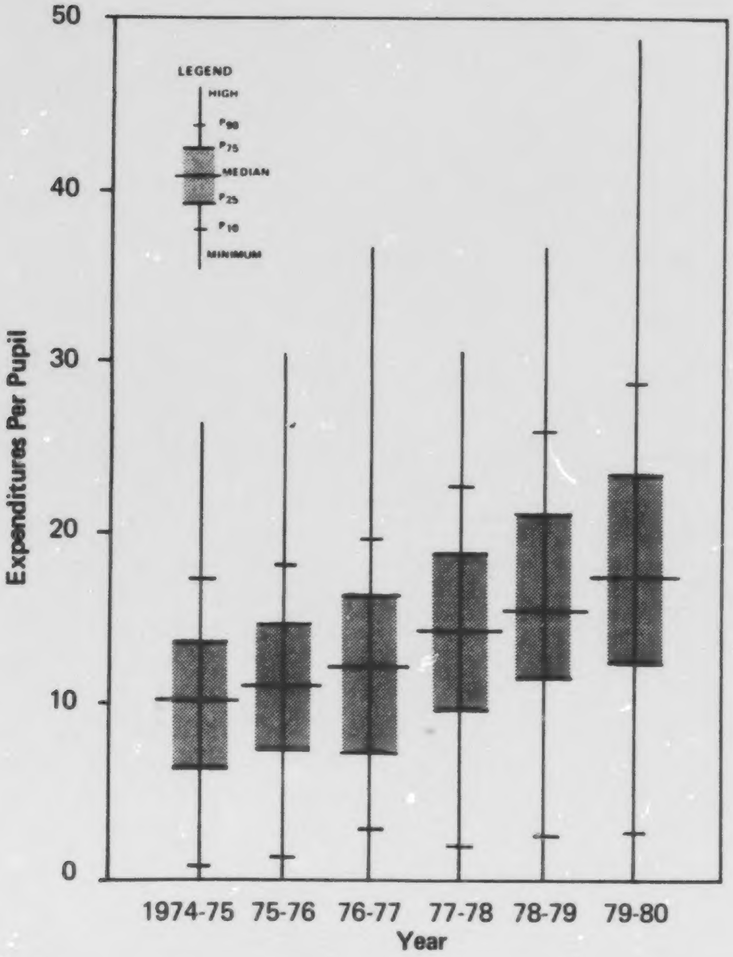
FIGURE 5.12

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: HEALTH SERVICES



From 1974-75 to 1979-80 the median expenditure per pupil for health services increased almost 73 percent. The difference between the 25th percentile and the median increased 33 percent, and that between the median and 75th percentile increased 68 percent. Two districts reported no expenditures in 1979-80, one more than in 1978-79.

TABLE 5.13

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
IMPROVEMENT OF INSTRUCTION

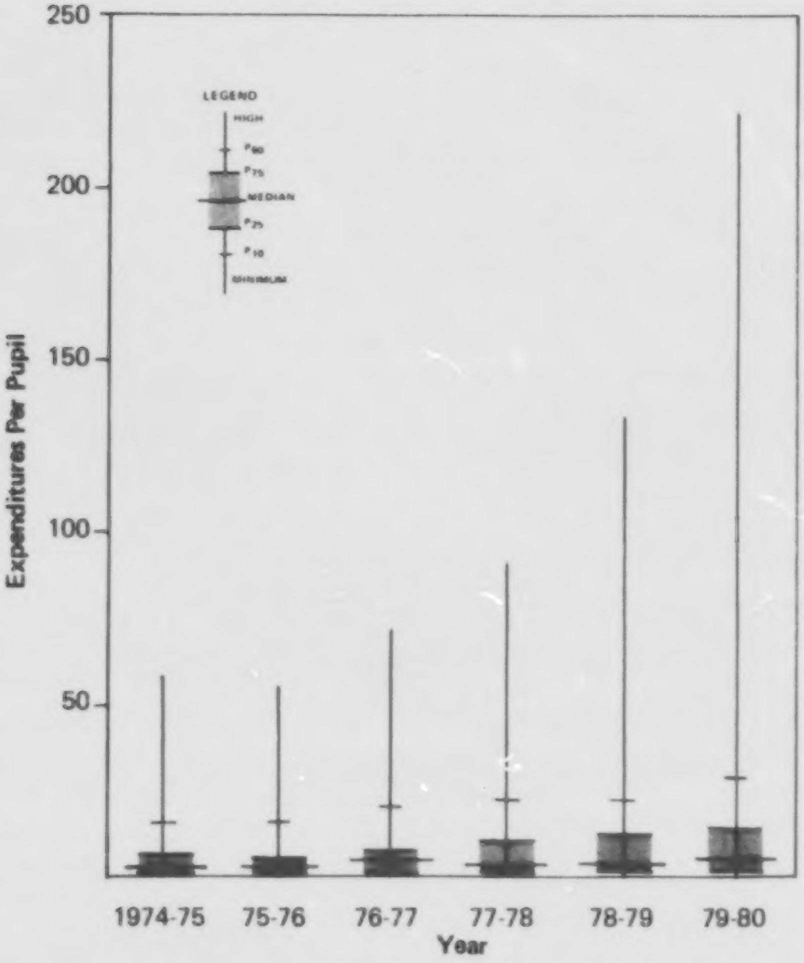
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$0.00	$0.00	$1.32	$5.42	$14.50	$28.98	$222.16
1978-79	0.00	0.00	0.77	4.02	12.57	22.84	134.35
1977-78	0.00	0.00	0.60	3.70	10.80	23.50	93.13
1976-77	0.00	0.00	0.85	4.75	8.10	20.50	72.40
1975-76	0.00	0.00	0.35	1.80	6.28	16.33	55.50
1974-75	0.00	0.00	0.25	1.95	6.70	15.75	58.75

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, and 1980.

Special Report: Local Expenditures Per Pupil by Selected Functions (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

FIGURE 5.13

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: IMPROVEMENT OF INSTRUCTION



The median expenditure per pupil of $5.42 in 1979-80 was 278 percent greater than that in 1974-75. The large difference in expenditures between the highest and 90th percentile district reflects a serious commitment to this area by one or two districts only. In the past two years, 27 districts reported no expenditures in this area.

TABLE 5.14

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80 INSTRUCTIONAL SUPPLIES

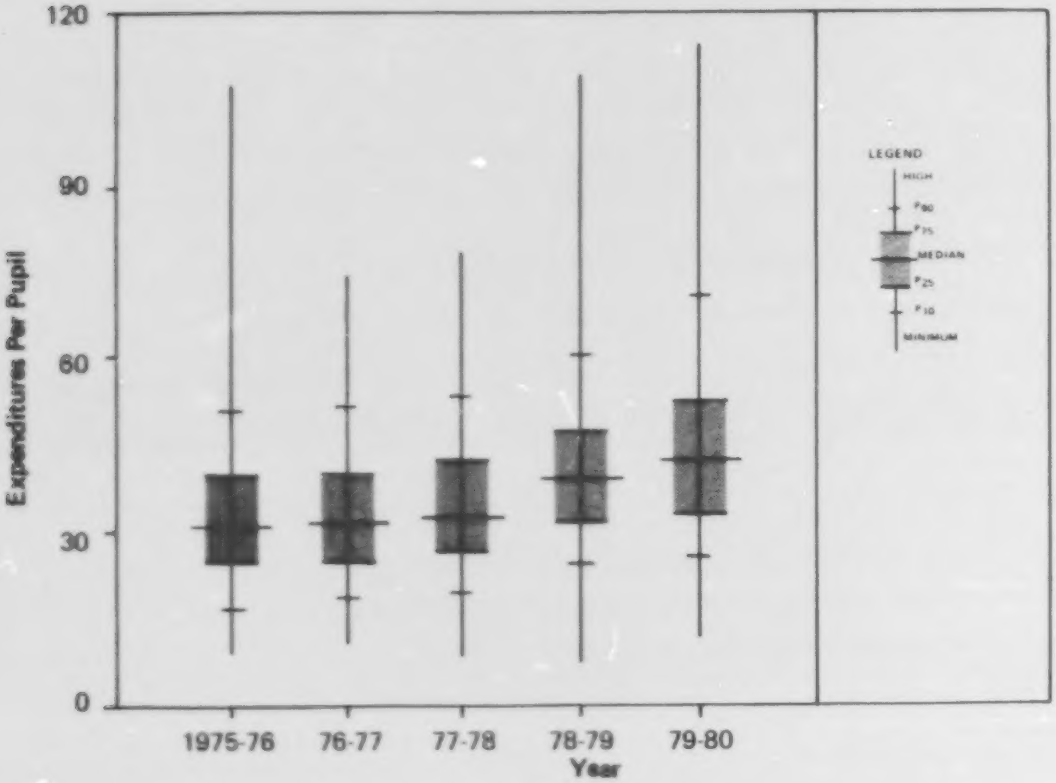
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$12.82	$27.37	$34.64	$44.32	$54.10	$72.23	$115.53
1978-79	7.67	25.72	32.58	39.83	48.27	60.95	110.80
1977-78	8.96	20.50	27.60	33.64	43.71	54.50	79.08
1976-77	10.02	19.55	25.75	32.67	40.75	52.50	75.23
1975-76	9.19	17.50	25.43	31.18	40.33	51.75	108.25

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976 and 1980.

Special Report: Per Pupil Object Expenditures by Level: Set I Books and Supplies (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

FIGURE 5.14

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80: INSTRUCTIONAL SUPPLIES



In 1979-80 the median expenditure per pupil for instructional supplies was $44.32, 42 percent higher than in 1974-75. The 75th percentile was 34 percent higher and the 25th percentile 36 percent higher. In the same period the cost of living rose 54 percent.

TABLE 5.15

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80
TEXTBOOKS

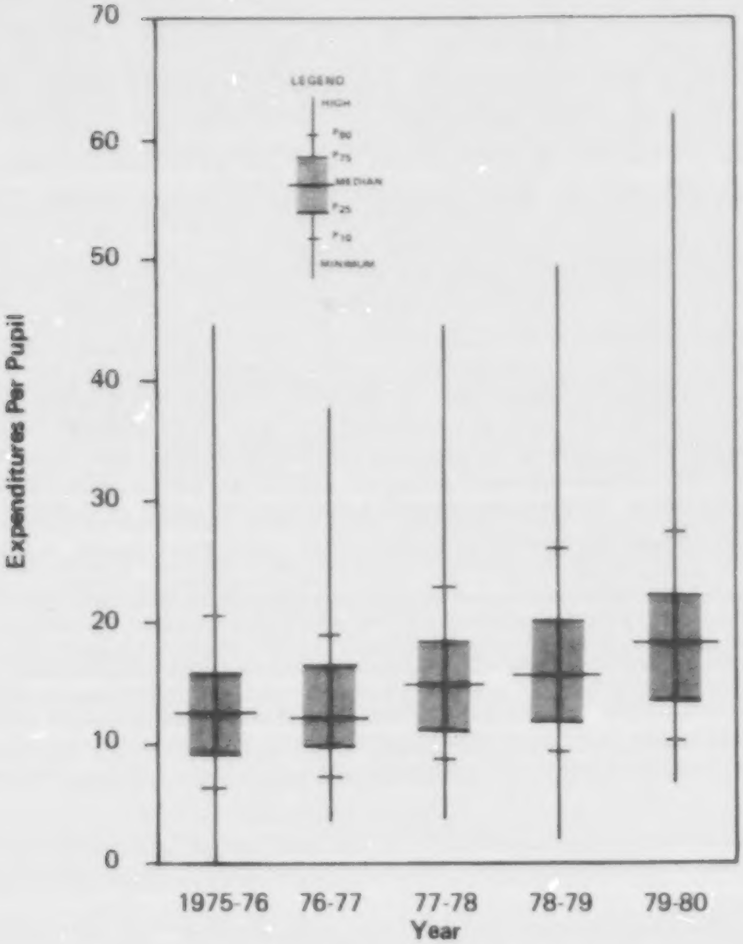
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$6.64	$10.16	$13.85	$18.49	$22.34	$27.57	$62.44
1978-79	1.79	9.56	11.99	15.74	20.17	26.27	49.92
1977-78	3.72	8.75	11.11	14.67	18.42	22.83	44.93
1976-77	3.41	7.25	9.71	12.38	16.44	18.83	38.12
1975-76	0.30	6.62	9.35	12.43	15.75	20.75	44.96

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976 and 1980.

Special Report: Per Pupil Object Expenditures by Level: Set I Books and Supplies (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

FIGURE 5.15

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80: TEXTBOOKS



The median expenditure per pupil for textbooks in 1979-80 was almost 50 percent higher than in 1975-76. In the past year alone the increase was 17.5%.

TABLE 5.16

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80 LIBRARY BOOKS AND PERIODICALS

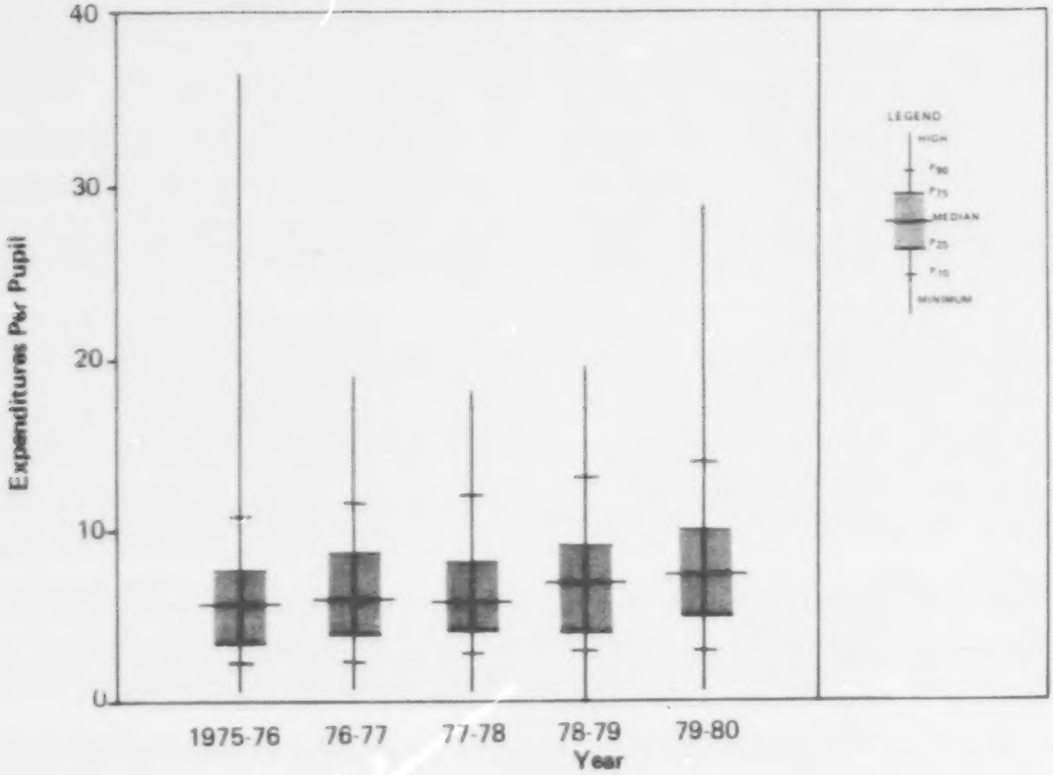
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$0.66	$3.18	$5.14	$7.67	$10.22	$14.10	$29.20
1978-79	0.00	3.05	4.73	7.29	9.69	13.07	19.96
1977-78	0.43	3.08	4.18	6.06	8.78	12.10	18.44
1976-77	0.66	2.60	4.25	6.04	8.94	11.71	19.24
1975-76	0.63	2.43	3.72	5.75	7.83	10.75	36.97

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976 and 1980.

Special Report: Per Pupil Object Expenditures by Level: Set I Books and Supplies (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

FIGURE 5.16

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80: LIBRARY BOOKS AND PERIODICALS



From 1975-76 to 1979-80 the median expenditure per pupil for library books and periodicals increased 33 percent to $7.67, but just over five percent in the last year, from $7.29 in 1978-79. The interquartile range increased 24 percent in the same four-year period.

TABLE 5.17

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80
EQUIPMENT

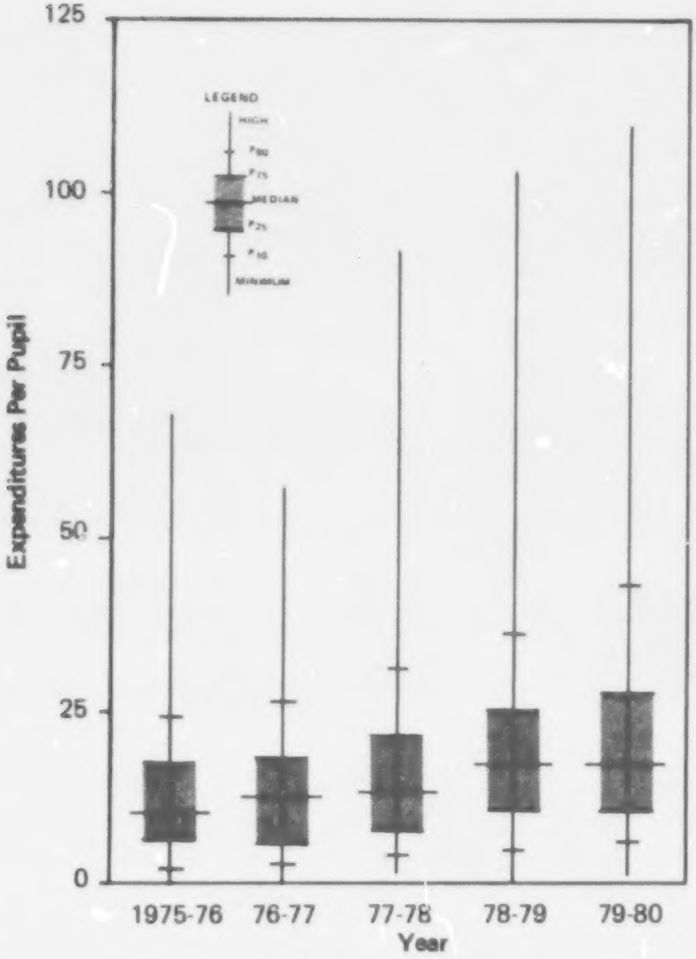
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$1.29	$6.88	$11.49	$18.03	$28.44	$44.34	$110.57
1978-79	0.00	6.01	11.80	17.57	25.91	37.34	104.23
1977-78	1.75	4.87	8.12	13.90	22.10	31.93	92.50
1976-77	0.00	3.32	5.95	12.83	18.73	26.92	58.11
1975-76	0.00	2.37	6.34	10.22	17.81	24.86	68.63*

* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next more extreme amount was used.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976, 1977, 1978, 1979, and 1980.

FIGURE 5.17

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80: EQUIPMENT



Between 1975-76 and 1979-80 the median expenditure per pupil for equipment rose 76 percent from $10.22 to $18.03. However, since 1978-79, the increase has been only 2.6 percent.

TABLE 5.18

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80
HEAT ENERGY

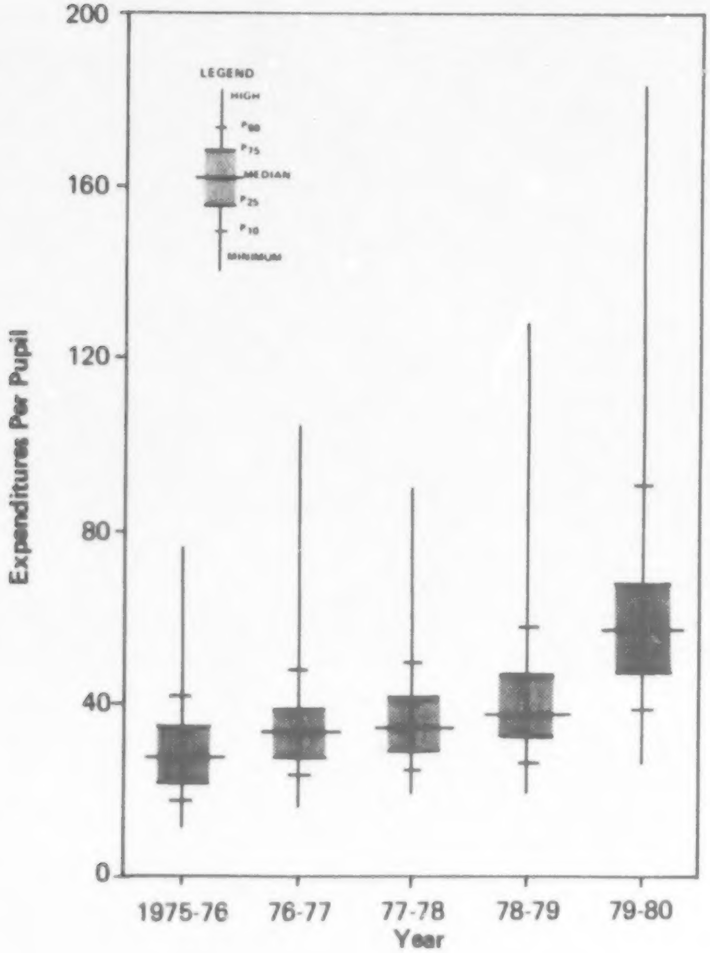
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$26.06	$38.98	$47.72	$56.85	$67.92	$90.31	$183.89
1978-79	19.16	26.09	32.16	37.84	46.38	57.86	128.56
1977-78	18.88	24.50	28.85	34.25	41.50	49.70	90.56
1976-77	15.93	23.12	27.29	32.30	38.85	48.00	104.83
1975-76	11.50	17.71	21.83	27.40	34.30	41.50	77.50

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1976 and 1980.

Special Report: Per Pupil Object Expenditures by Level: Set II Property Services (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

FIGURE 5.18

EXPENDITURES PER PUPIL, 1975-76 TO 1979-80: HEAT ENERGY



The median expenditure of $56.85 per pupil for heat energy in 1979-80 was 50 percent above the prior year expenditure and more than double the expenditure per pupil in 1975-76. The range of expenditures per pupil among school districts also increased.

TABLE 5.19

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
OPERATION AND MAINTENANCE OF PLANT

Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$96.01	$170.37	$219.62	$266.25	$325.21	$365.22	$524.61
1978-79	97.92	139.55	177.36	226.45	278.65	325.53	490.99
1977-78	73.70	131.40	161.60	198.50	245.56	288.00	388.40
1976-77	75.50*	120.80	140.80	178.50	219.00	260.00	368.23
1975-76	62.00	107.20	128.80	155.80	194.40	234.40	310.70
1974-75	50.00	92.70	125.20	145.60	183.20	217.30	324.12

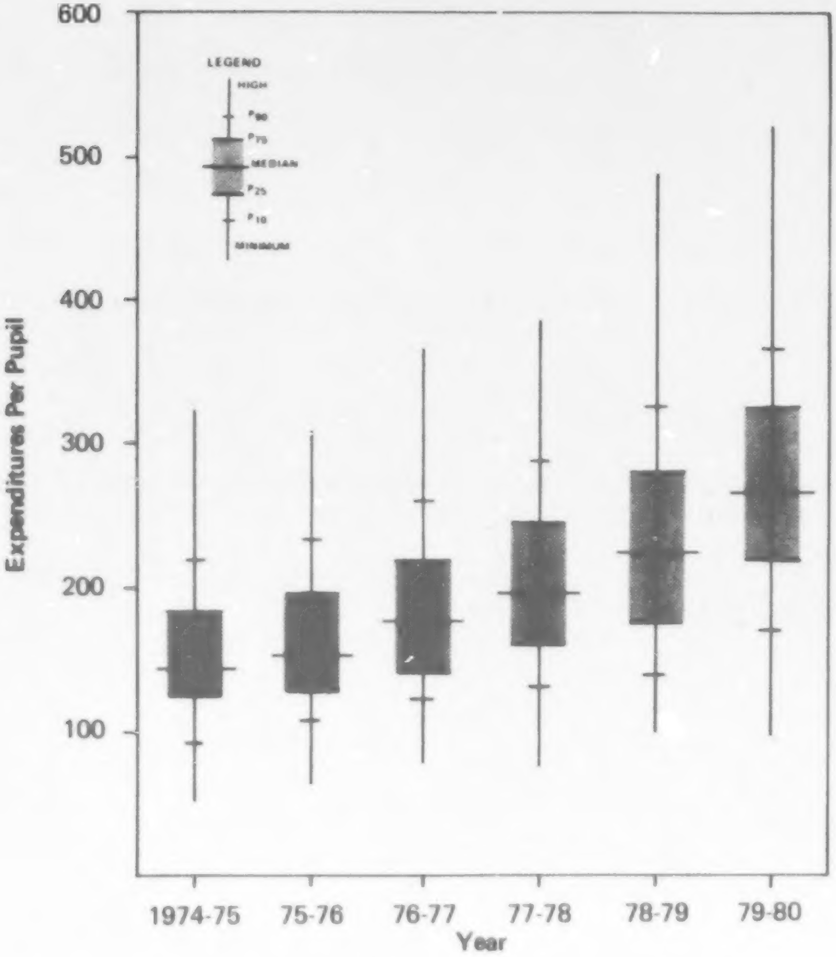
* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next most extreme amount was used.

Sources: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, and 1980.

Special Report: Total Local Expenditures per Pupil by Function (1976-77, 1977-78, 1978-79). Connecticut State Department of Education.

FIGURE 5.19

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: OPERATION AND MAINTENANCE OF PLANT



The median expenditure per pupil in 1979-80 for operation and maintenance of plant represented an 83% increase over the 1974-75 median and an 18% increase over the 1978-79 median. The interquartile range increased 82% from 1974-75 to 1979-80. In 1979-80 the highest expenditure per pupil was 97% higher than the median, a little less than in other years.

TABLE 5.20

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80
FISCAL AND OTHER SUPPORT SERVICES

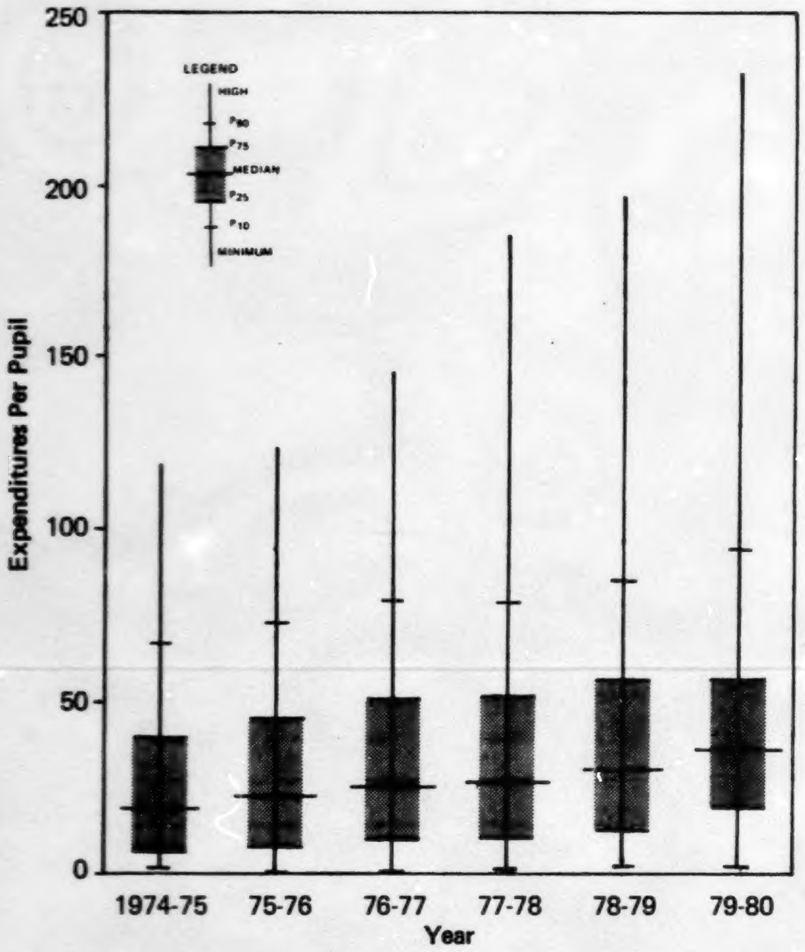
Year	Minimum	10%ile	25%ile	Median	75%ile	90%ile	Maximum
1979-80	$0.00	$1.68	$20.10	$37.55	$57.84	$95.64	$234.95
1978-79	0.00	2.64	13.07	30.65	56.15	85.77	197.16
1977-78	0.00	1.50	11.00	27.50	52.10	79.50	186.10
1976-77	0.00	0.00	10.25	25.10	50.75	80.00	146.28
1975-76	0.00	0.00	7.75	21.70	45.00	73.00	124.63*
1974-75	0.00	0.25	6.83	19.20	39.25	67.00	119.63*

* The most extreme amount was so inconsistent with other amounts reported that year and in other years, it was considered unreliable and the next most extreme amount was used.

Source: Unpublished data, Connecticut State Department of Education Form ED001, "End of Year Report," 1975, 1976, 1977, 1978, 1979, and 1980.

FIGURE 5.20

EXPENDITURES PER PUPIL, 1974-75 TO 1979-80: FISCAL AND OTHER SUPPORT SERVICES



From 1974-75 to 1979-80, the median expenditure per pupil for fiscal and other support services increased 96% to $37.55, a 23% increase over the $30.65 median in 1978-79. The highest district spent more than six times as much per pupil as the median in 1979-80, and ten districts reported no expenditures, the same number as in 1978-79.